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ABSTRACT

During the 1974-1975 academic year, the Suffield Guidance Evaluation Project conducted a series of workshops for the guidance to develop a systems model for management by behavioral objectives and results (MBO/R). A process of client population involvement to develop guidance goals was conducted the previous year and culminated in October, 1974, with a prioritized list of nineteen goals for guidance in Suffield. The guidance staff then wrote behavioral objectives (B.O.) for the first six goal statements, and, with the help of consultants, developed instruments to measure student attainment of the stated objectives. During the 1974-1975 academic year, the Suffield guidance department will assess student attainment of specified goals, analyze the data with the help of computer processing and modify program activities to accommodate revealed strengths and weaknesses. (Author)

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A REPORT OF MBO/R FOR GUIDANCE IN SUFFIELD, CONNECTICUT
ESEA TITLE III
1974 - 1975

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Guidance Evaluation Project
Suffield, Connecticut 06078

June, 1975

CG 010 390

ANNUAL EVALUATION REPORT FOR JULY 1, 1975 - JUNE 30, 1975 TO THE COMMISSIONER OF EDUCATION, U.S. OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE UNDER PROVISIONS OF TITLE III OF THE ELEMENTARY AND SECONDARY ACT OF 1965 (PL 89-10)

Title: Guidance Evaluation Project -
Model Implementation

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CHAPTER I

Introduction

1.1 Project History

The Guidance Evaluation Project began its work during the 1972 - 73 academic year with the successful completion of a locally supported Task Analysis Study. A Title III grant for $3,500 was awarded the Project for the 1973 - 74 academic year for a Self-Study. The current project, funded by a Title III grant of $6,720, is for the implementation of a model based on the goals and objectives of the Suffield Guidance Department - a system of management by behavioral objectives and results (MBO/R).

1.2 Program Goals and Objectives

Project Goal A A SYSTEMS MODEL OF GUIDANCE SERVICES BASED ON MANAGEMENT BY OBJECTIVES AND RESULTS (MBO/R)

The attainment of this goal would provide the means by which the Suffield Guidance Department, administration and staff could:

1. Give meaningful direction to guidance efforts in Suffield which reflect the expressed, documented needs of various populations.
2. Determine priorities for the guidance efforts which would accurately reflect existing needs and constraints.
3. Decide on a rational basis the basis for taking one action rather than another.
4. Allocate staff talents and energies most effectively.

5. Control and appraise the guidance services.

6. Classify guidance roles and responsibilities in Suffield.

7. Identify rational modifications in the guidance program.

8. Assess changes in student behavior as they relate to guidance activities.

In order to accomplish this goal, specific objectives are defined:

A.1. By the end of October, 1974, as a result of a workshop involving students, administrators, teachers, parents, counselors and Board of Education members, a list of prioritized guidance goals for Suffield will be developed.

A.2. By the end of December, 1974, as a result of residential and local workshop experiences, the guidance staff will develop a set of student referenced behavioral objectives (B.O.) related to each of the prioritized goals. (Each behavioral objective will be articulated in terms of: a) population, b) selection criteria, c) quality to be changed, d) student input and output level, e) assessment item, f) counselor strategies, g) criterion levels, h) sampling technique, i) source of data, j) analysis technique, k) responsibility for data, l) date of testing.)

A.3. By March, 1975, survey instruments and interview schedules will be developed with the assistance of consultants for the purpose of assessing the degree to which students reached the stated criteria.

A.4. By April, 1975, survey instruments and interview schedules will be administered by the guidance staff and/or trained students.

A.5. By May, 1975, the collected data will be analyzed by the guidance staff.

A.6. By June, 1975, specific program modifications will be planned for the 1975 - 76 academic year.

Project Goal B COUNSELORS WHO UNDERSTAND AND ARE COMMITTED TO THE PROCESS OF MBO/R

Objectives:

B.1. By the end of August, 1974, five counselors representing the K - 12 guidance program in Suffield will demonstrate their commitment to the MBO/R process by attending a five day residential workshop, to do the following:

a. Review of the research methods used to collect guidance data during 1972 - 1973 and 1973 - 1974 school years.

b. Review and discussion of data.

c. Discussion of the goal statements and behavioral objectives used in the initial systems model for management by behavioral objectives.

d. Readings and discussion of managment by objectives and results as it applies to guidance in Suffield. (Kromboltz, Bloom, O'Hare, Lasser)

e) Evaluation of the existing model in terms of system data feedback.

f) Revision of existing model if necessary.

g) Development of three more clear statements of program goals.

B.2. By the end of December, 1974, as a result of workshop experiences, the counseling staff would demonstrate their understanding of the project through the development of MBO/R materials.

B.3. By the end of June, 1975, as a result of collecting and analyzing MBO/R data from students, the Suffield counselors will demonstrate a commitment to the MBO/R process by modifying their professional behaviors and programs for the 1975 - 1976 academic year.

B.4. By the end of June, the Project Director will have met individually or in staff meetings with each counselor at least ten times.

Project Goal C COUNSELORS WHO GROW PERSONALLY AND PROFESSIONALLY THROUGH THEIR INVOLVEMENT WITH THE GUIDANCE EVALUATION PROJECT

Objectives:

C.1. By the end of June, 1975, each counselor will state that he has gained personal insight and understanding through involvement in the Project.

C.2. By the end of June, 1975, each counselor will state that he is more understanding and aware of evaluation issues as a result of his involvement in the Project.

C.3. By the end of June, 1975, each counselor will state that the Project model focused on continual assessment of how each member felt about the Project and their involvement in it.

C.4. The Project Director will provide for expert communication and process consultation at no less than three workshops throughout the year.

Project Goal D EFFECTIVE DISSEMINATION OF PROJECT MATERIALS

Objectives:

D.1. By the end of June, 1975, representatives from the Connecticut State Department and neighboring guidance programs will be invited to critically review and discuss Project progress.

D2. By the end of June, 1975, a full day meeting with Suffield's Curriculum Council will be conducted by the Project staff with the purpose of presenting MBO/R materials as they relate to other areas of program development in Suffield.

D.3. By the end of June, 1975, Project materials will be distributed through at least two different media.

D.4. By the end of June, 1975, a full report of Project activities and products will be presented to the Commissioner of Education, U. S. Office of Education, Department of Health, Education and Welfare.

Project Goal E AN EVALUATION PROJECT WHICH ENCOURAGES AND SUPPORTS THE DEVELOPMENT OF ACCOUNTABLE GUIDANCE PRACTICES

Objective:

E.1. By June, 1975, the Project Director will make at least two contributions to the development of MBO/R programs in other guidance departments in Connecticut.

CHAPTER II

Project Evaluation

2.1 Comment on Evaluation Report

The goals and objectives articulated in Chapter I of this report come from the February 1, 1974 application for Title III funds and serve as the frame of reference for the evaluation to follow. In most cases, the Project activities did not effect students, teachers or administrators in any direct way. Rather, the Project was the process of developing and implementing a systems approach to guidance accountability. Whenever it was possible to evaluate this process in a meaningful way, an evaluation was conducted. Usually, however, the actual products of Project efforts (eg. articulated behavioral objectives, survey instruments) provide evidence that stated objectives are met. Each objective is reviewed in the order presented in Chapter I. Relevant comments about the Project's success or failure with each objective are made and appropriate materials presented.

2.2 Evaluation of Project Objectives

Objective A.1. By the end of October, 1974, as a result of a workshop involving students, administrators, teachers, parents, counselors and Board of Education members, a list of prioritized goals for Suffield will be developed.

This objective is completely met.

On October 8, 1974, a workshop was held at McAlister Middle School to prioritize guidance goals for Suffield. The workshop participants represented members of five populations served by guidance: students, administrators, teachers, parents and Board of Education members. Through a two and a half hour implementation of the Phi Delta Kappa prioritization model, the participants prioritized nineteen goal statements. (The goal statements had been developed the previous year through a nine month process of individual group meetings). The set of materials distributed to the participants, the prioritized goal statements and the order of goal implementation are presented in Appendix A. At the end of the workshop, the participants were asked to fill in an evaluation. The results of this evaluation are also presented in Appendix A.

Objective A.2. By the end of December, 1974, as a result of residential and local workshop experiences, the guidance staff will develop a set of student referenced behavioral objectives related to each of the prioritized goals.

This objective is partially met.

The original plan conceived in January, 1974, included a five day residential workshop for the entire guidance staff during August of that year. The intention was to take the set of prioritized goal statements developed at a June 12th workshop and to develop B.O's and programs before September. This initial planning was snarled for two reasons as the August date approached. The first, and most immediate problem, was that the results of the June 12th workshop were unclear. The goal statements had not been stated in a uniform way and there appeared to be too much conceptual overlap between goals. The June 12th product, therefore, was of questionable worth as the foundation of the MBO/R system. The second reason was that we were unable to get everyone together for five days during the summer. Counselors were involved with summer studies, travel and work. The decision was made to clarify the goals, run the workshop again in October and then to conduct a residential workshop. The workshop was run on October 8th and the counseling staff went to Washington, Connecticut on October 24th through the 27th.

It was during this workshop in late October that the counselors first came to appreciate the difficulty of the task that lay ahead. Translating abstract goal statements into measurable student based behavioral objectives was time consuming and frustrating. Methods were tried which would: a) maximize individual input, b) minimize duplication of effort, c) share leadership role, d) provide accurate record keeping, e) use time well. After a full day of experimenting with whole group and subgroup arrangements, a system was devised which utilized a rotating leader role, subgrouping and central recording. This method worked well for us and will be reported in detail in another publication.

The end of three and a half days of work saw the staff progress from ground zero in terms of B.O.'s, through a full day workshop on October 24th, run by Mr. Chuck Haller from C.R.E.C., to the development of a B.O. group writing model and ending with the articulation of two goals in terms of rough B.O.'s! It is clear that by the opening of school in September the Project was still far from its goal of implementing an MBO/R model. Mr. Clay Steinberger, the Project's state consultant, was informed of the situation, deadlines were shifted and the Project continued to work on the B.O.'s. Two full day workshops for the entire guidance staff and many small group meetings were needed to complete the products as represented in Appendix B. In November, at a meeting with Dr. Evans, Superintendent of Schools, it was decided that the first six goals should be fully developed and implemented before work on the remaining goals began.

Objective A.3. By March, 1975, survey instruments and interview schedules will be developed with the assistance of consultants for the purpose of assessing the degree to which students reached the stated criteria.

This objective is met in June.

Once the B.O.'s and related materials were completed, Dr. Donald Thompson, Assistant Professor of Education at the University of Connecticut, was contracted to write items which measured the students' achievement of each objective. Dr. Thompson also consulted on the format of the final survey instrument. The survey instruments are presented in Appendix C.

Objective A.4. By April, 1975, survey instruments and interview schedules will be administered by the guidance staff and/or trained students.

This objective is not met.

Plans are made for next year to train high school students in child psychology, sociology or psychology to interview students in grades K - 5. In grades 6 - 12, counselors will be responsible for arranging the surveying in homeroom or class periods.

Objective A.5. By May, 1975, the collected data will be analyzed by the guidance staff.

This objective is not met.

Plans are made for the 1975 - 1976 academic year to have the responses to survey items computerized and analyzed in such a way as to: a) minimize clerical work for counselors, b) maximize efficiency of analysis, c) maximum clarity of program modification needs.

Objective A.6. By June, 1975, specific program modifications will be planned for the 1975 - 1976 academic year.

This objective is not met.

As a result of some of the B.O.'s written this year, counselors will be implementing new program elements (e.g. orientation programs, information dissemination) and recording different kinds of materials (e.g. concerning emergencies, students' satisfaction). In a real way, then, program changes are being made even before hard data is yielded by the model.

Objective B.1. By the end of August, 1974, five counselors representing the K - 12 guidance program in Suffield will demonstrate their commitment to the MBO/R process by attending a five day residential workshop to accomplish seven specified tasks.

This objective is 60% complete by the end of October and 100% complete by the end of May.

Comments on objective A.1. explain the delay in meeting this objective. One counselor was unable to meet the objective because of poor health, but she was able to participate fully in the rest of the year's activities.

Commitment is difficult to measure, and surely attendance is not a sole, valid measure. What needs to be stated, is that during that workshop and the many meetings that followed, hours were spent discussing the effects of MBO/R on counselors as people, on the program and on the services to students. It is my impression that the staff accepts MBO/R as a reasoned approach to program development and trust it. They are anxious about its potential demand on their time and energy. The degree to which they are currently willing to sacrifice these two elements for the more esoteric aspects of program development/accountablity is still unsettled.

Objective B.2. By the end of December, 1974, as a result of workshop experiences, the counseling staff would demonstrate their understanding of the Project through the development of MBO/R materials.

This objective is fully met.

The Suffield Guidance Evaluation Project is designed to maximize involvement of those counselors to be effected by MBO/R. It has also been a prime goal to facilitate professional growth in terms of knowledge and skill concerning evaluation in general and MBO/R system development specifically. Every counselor, therefore, participated in content workshops, read evaluation materials and helped design the Project activities. More significant, however, is that each counselor wrote each and every B.O. that was to effect them and worked out the specifications for those B.O.s found in Appendix B. The product speaks for itself in terms of their understanding of MBO/R materials.

Objective B.3. By the end of June, 1975, as a result of collecting and analyzing MBO/R data from students, the Suffield counselors will demonstrate a commitment to the MBO/R process by modifying their professional behaviors and programs for the 1975 - 1976 academic year.

This objective is not met.

Because there is no collection of data, there is no analysis and program adjustment. It is interesting to note, however, that the process of developing goals and then B.O.s forces a close scrutiny of professional values and practices. These reviews were shared and served to change behaviors and attitudes as the Project was in the process of meeting its own objectives.

Objective B.4. By the end of June, 1975, the Project Director will have met individually or in staff meetings with each of the counselors at least ten times.

This objective is met.

Because the Project Director is not working within the Suffield Public Schools, it is imperative to keep close personal contact with the counseling staff. Special workshop days (7), staff meetings which discussed Project activities and plans (8), small group meetings at building levels (6), individual meetings (10), and unrecorded phone calls helped to maintain open communication and a good data flow. In addition to these communications there were specific meetings with Mr. Richard Lincoln, Director of Guidance and Pupil Services in Suffield, with Dr. Malcolm Evans, Superintendent of Schools, and individual building principals, as the need arose.

Objective C.1. By the end of June, 1975, each counselor will state that he has gained personal insight and understanding through involvement in the Project.

This objective is met.

One of the more innovative aspects of the Project design is its emphasis on individual communication skill development and group process feedback. At both the Washington, Connecticut workshop and one held in mid November, consultants on group process were included to help the group accomplish its task more efficiently. Because of the instructional component of both experiences and certainly because of the participants' professional training, it was soon established that the group would receive feedback on its functioning by one or more designated process observers. The Project participants have come to depend on this feedback to clear logjams and to assist individuals express their feelings about the process. In all cases, the counselors feel the process observer model is very productive and that they have gained personal insight and understanding through its structure.

Objective C.2. By the end of June, 1975, each counselor will state that he is more understanding and aware of evaluation issues as a result of his involvement in the Project.

This objective is met.

Once again, this MBO/R model is developed by counselors who had done little or no evaluation work in the past. Their participation and contributions during staff meetings and throughout the on-site evaluation demonstrated their increased understanding and awareness of evaluation issues.

Objective C.3. By the end of June, 1975, each counselor will state that the Project model focused on continued assessment of how each member felt about the Project and their involvement in it.

This objective is fully met.

Comments related to B.O. C.1. make it clear that the Project has a strong commitment to facilitate the personal as well as professional growth of the participants. The Suffield Project has always maintained that unless counselors feel that MBO/R reflects what they think are important student outcomes, then the evaluation effort will fail. Counselor ownership of the MBO/R system is the keystone to the Project successes to date. Personal ownership, however, comes with the price of time. It takes time to hear individual concerns through and it takes time to resolve ideological and personal differences in productive ways. The Project hopes to have a significant impact not only on guidance in Suffield, but in the general guidance profession through the decades that lie ahead. Investing an extra year at this point to insure a successful program for years to come seems a wise and a necessary strategy for MBO/R.

Objective C.4. The Project Director will provide for expert communication and process consultation at no less than three workshops throughout the year.

This objective is met.

See comments for Objectives C.1, C.2, C.3

Objective D.1. By the end of June, 1975, representatives from the Connecticut State Department and neighboring guidance programs will be invited to critically review and discuss Project progress.

This objective is minimally met.

Because of the readjusted time line, the Project did not have a product to show until May. Throughout the year, however, consultants at the State Department were kept abreast of Project activities. On April 21st, an on-site evaluation was conducted. The report of this evaluation is provided in Appendix D.

Objective D.2. By the end of June, 1975, a full day meeting with Suffield's Curriculum Council will be conducted by the Project staff with the purpose of presenting MBO/R materials.

This objective is not met.

Project materials were completed too late to permit this kind of meeting. It is intended to meet this objective during the 1975 - 1976 academic year.

Objective D.3. By the end of June, 1975, Project materials will be distributed through at least two different media.

This objective is met.

The finished report will contain all the essential Project materials. This report will be sent to sources that have expressed an interest in the Suffield Guidance Evaluation Project in the past.

A newspaper article about the Project is planned for June and September.

Objective D.4. By the end of June, 1975, a full report of Project activities and products will be presented to the Commissioner of Education, U. S. Office of Education, Department of Health, Education and Welfare.

This objective is met.

Objective E.1. By June, 1975, the Project Director will make at least two contributions to the development of MBO/R programs in other guidance programs throughout Connecticut.

This objective is met.

Project materials, including the Task Analysis Study and the Self Study, have been sent to towns requesting them. In addition, information and informal consultation have been personally shared with guidance directors in at least four separate towns. The Director has also taken part in a series of MBO workshops which exposed more than thirty pupil personnel workers to the techniques of MBO/R in the area of Pupil Personnel Services.

CHAPTER III

Analysis and Conclusions

3.1 Analysis

This Project does not lend itself to any rigorous analysis of data. The Guidance Evaluation Project is focused on bringing a counseling staff from a student centered, crisis oriented orientation to a more rational, accountable and responsive program of student services. The effectiveness of this transformation will become evident during the 1975 - 1976 academic year and the decade to follow. It is the strong conviction of those of us who have worked on the Project, however, that the products are representative of the group feeling and that they are of a high, professional standard.

3.2 Conclusions

The major conclusion to be drawn from this year's work and the two preceding years of evaluation is that the achievement of accountable and responsive guidance services is a difficult goal to achieve. MBO/R holds out many promises to those who pursue it, but the pursuit is often so difficult that the promises temporarily lose their value. The work done by the Guidance Evaluation Process has forced a close exchange of ideas with client populations, an articulation of goals which fixed our future activities and a set of behavioral objectives which will clearly demonstrate our effect on students. The process has forced Project members into a new style of thought. The process is demanding and threatening. MBO/R is not a game to be played unless you have patience, professional courage and a desire to grow. It is not something to pursue because it is the latest guidance fad. The process is too demanding to permit any but the most dedicated and courageous to make it work.

Now that the basic elements of MBO/R are prepared, members of the Project wait for next year with a certain amount of excitement and anxiety. They are excited because the hard work of building an evaluation system is behind them and the thrill of assembling and running the system awaits; they are anxious because they are unsure of the demands the MBO/R system will make upon them. In many ways the Project continues to work with many unknowns.

The Project has continuously emphasized communication skills among its participants as a means of insuring product quality and member ownership of that product. Next year presents asituation where many individuals will be effected by the guidance MBO/R for the first time. Much of our future success depends on the degree to which these individuals can understand and support MBO/R. For active support from the Superintendent, Board members, teachers, students and parents are needed if the guidance MBO/R is to grow and be productive. These individuals have to share our conviction that self evaluation based on student outcomes is essential to the development of educational services and must be done regardless of the work involved.

CHAPTER IV

Abstract

During the 1974 -1975 academic year, the Suffield Guidance Evaluation Project conducted a series of workshops for the guidance staff to develop a systems model for management by behavioral objectives and results (MBO/R). A process of client population involvement to develop guidance goals was conducted the previous year and culminated in October, 1974, with a prioritized list of nineteen goals for guidance in Suffield. The guidance staff then wrote behavioral objectives (B.O.) for the first six goal statements, and, with the help of consultants, developed instruments to measure student attainment of the stated objectives. During the 1974 - 1975 academic year, the Suffield guidance department will assess student attainment of specified goals, analyze the data with the help of computer processing and modify program activities to accommodate revealed strengths and weaknesses.

APPENDIX A

GUIDANCE EVALUATION PROJECT
Suffield Public Schools
Suffield, Connecticut 06078

GUIDANCE GOALS AND RELATED AREAS

1. A GOAL OF THE GUIDANCE PROGRAM IS RESPONSIVENESS TO STUDENTS' NEEDS.
    a. To be available to students.
    b. To provide the time for appointments.
    c. To maintain contact with each student on a regular basis.

2. A GOAL OF THE GUIDANCE PROGRAM IS INDIVIDUAL SERVICES TO PEOPLE WITH PROBLEMS: STUDENTS, PARENTS, TEACHERS.
    a. To counsel with students.
    b. To consult with parents and teachers.

3. A GOAL OF THE GUIDANCE PROGRAM IS THE STUDENTS' UNDERSTANDING OF AND SELECTION OF POST-HIGH SCHOOL EDUCATIONAL EXPERIENCES.
    a. To provide accurate and comprehensive information concerning colleges, universities, and other educational programs.
    b. To provide guidance and monitoring services on the college selection process beginning in the junior year.

4. A GOAL OF THE GUIDANCE PROGRAM IS A SCHOOL ENVIRONMENT WITH AN ATMOSPHERE OF CONCERN FOR HUMAN WELFARE.
    a. To demonstrate compassion for students in need.
    b. To model human relations skills.

5. A GOAL OF THE GUIDANCE PROGRAM IS STUDENTS WITH AN APPRECIATION FOR THEMSELVES THROUGH SELF KNOWLEDGE OF THEIR ACHIEVEMENTS, APTITUDES AND INTERESTS.

6. A GOAL OF THE GUIDANCE PROGRAM IS STUDENTS WITH UNDERSTANDING OF THE WORLD OF WORK.
    a. To provide career and vocational information to students and their parents.
    b. To provide vocational experiences for students.
    c. To provide information to parents and students on job opportunities in the Suffield area.
    d. To assist parents to understand the concepts related to career and vocational information.

7. A GOAL OF THE GUIDANCE PROGRAM IS APPROPRIATE EDUCATIONAL PLACEMENT WITHIN THE SUFFIELD PUBLIC SCHOOLS FOR ALL STUDENTS.
    a. To conduct registration interviews and placement for new students.
    b. To consult with students' parents and teachers about schedule changes.

8. A GOAL OF THE GUIDANCE PROGRAM IS AN ATMOSPHERE OF OPEN AND HONEST COMMUNICATION AMONG TEACHERS AND STUDENTS.

9. A GOAL OF THE GUIDANCE PROGRAM IS SPECIAL EDUCATION PROGRAMS FOR SPECIAL CHILDREN.
    a. To identify gifted students.
    b. To identify students with learning problems.
    c. To arrange for diagnostic services.
    d. To arrange for implementation of special programs.

10. A GOAL OF THE GUIDANCE PROGRAM IS STUDENTS WITH SELF-CONFIDENCE.

11. A GOAL OF THE GUIDANCE PROGRAM IS EXPERIENCES WHICH STIMULATE AND MOTIVATE THE AVERAGE CHILD TOWARD ACTIVE INVOLVEMENT IN THE LEARNING PROCESS THROUGHOUT THE PUBLIC SCHOOL EXPERIENCE.

12. A GOAL OF THE GUIDANCE PROGRAM IS BEING A TECHNICAL RESOURCE FOR TEACHERS, PARENTS AND ADMINISTRATORS ON:
    tests and testing--administration and interpretation.
    research.
    communications, group process, and clarification techniques.
    behavior modification and student management.
    child development and learning theory.
    value clarification.

13. A GOAL OF THE GUIDANCE PROGRAM IS INFORMATION TO TEACHERS ABOUT STUDENTS.
    a. To provide teachers with important information concerning the students' school performance.
    b. To consult teachers concerning student problems and schedule changes.

GUIDANCE GOALS AND RELATED AREAS

14. A GOAL OF THE GUIDANCE PROGRAM IS INFORMATION TO THE COMMUNITY, PARENTS, STAFF AND STUDENTS ABOUT THE GUIDANCE PROGRAM.

15. A GOAL OF THE GUIDANCE PROGRAM IS EVALUATION OF ITS GOALS AND COORDINATION OF ITS PROGRAMS AND SERVICES.

16. A GOAL OF THE GUIDANCE PROGRAM IS STUDENTS WITH DECISION-MAKING SKILLS.

17. A GOAL OF THE GUIDANCE PROGRAM IS ACCURATE STUDENT RECORDS.
    a. To keep accurate notes on student-counselor activities.
    b. To keep accurate notes on all conferences.
    c. To keep accurate test records.
    d. To review student grades.

18. A GOAL OF THE GUIDANCE PROGRAM IS STUDENTS WITH LEADERSHIP AND COOPERATION SKILLS.

19. A GOAL OF THE GUIDANCE PROGRAM IS ADMINISTRATORS WHO ARE ADVISED ON SCHOOL MATTERS.
    a. To advise on school policy.
    b. To advise on the selection of staff members.
    c. To advise on development of school goals.
    d. To advise on curriculum evaluation.

GUIDANCE EVALUATION PROJECT
SUFFIELD, CONNECTICUT

Prioritized Guidance Goals
Developed at October 8th Workshop

Priority

1. A goal of the guidance program is responsiveness to students' needs.

2. A goal of the guidance program is individual services to people with problems: students, parents, teachers.

3.5 A goal of the guidance program is the students' understanding of and selection of post-high school educational experiences.

3.5 A goal of the guidance program is a school environment with an atmosphere of concern for human welfare.

5. A goal of the guidance program is students with an appreciation for themselves through self knowledge of their achievements, aptitudes and interests.

6. A goal of the guidance program is students with understanding of the world of work.

7.5 A goal of the guidance program is appropriate educational placement within the Suffield Public Schools for all students.

7.5 A goal of the guidance program is an atmosphere of open and honest communication among teachers and students.

9. A goal of the guidance program is special education programs for special children.

10. A goal of the guidance program is students with self-confidence.

11. A goal of the guidance program is experiences which stimulate and motivate the average child toward active involvement in the learning process throughout the public school experience.

12. A goal of the guidance program is being a technical resource for teachers, parents and administrators.

13. A goal of the guidance program is information to teachers about students.

Prioritized Guidance Goals

Priority

15. A goal of the guidance program is information to the community, parents, staff and students about the guidance program.

15. A goal of the guidance program is evaluation of its goals and coordination of its programs and services.

15. A goal of the guidance program is students with decision-making skills.

17. A goal of the guidance program is accurate student records.

18.5 A goal of the guidance program is students with leadership and cooperation skills.

18.5 A goal of the guidance program is administrators who are advised on school matters.

GUIDANCE EVALUATION PROJECT
SUFFIELD, CONNECTICUT

Prioritized Guidance Goals
Developed at October 8th Workshop

Order of Goal Implementation

1. A goal of the guidance program is responsiveness to students' needs.
2. A goal of the guidance program is individual services to people with problems: students, parents, teachers.
3. A goal of the guidance program is the students' understanding of and selection of post-high school educational experiences.
4. A goal of the guidance program is a school environment with an atmosphere of concern for human welfare.
5. A goal of the guidance program is students with an appreciation for themselves through self knowledge of their achievements, aptitudes and interests.
6. A goal of the guidance program is students with understanding of the world of work.
7. A goal of the guidance program is appropriate educational placement within the Suffield Public Schools for all students.
8. A goal of the guidance program is an atmosphere of open and honest communication among teachers and students.
9. A goal of the guidance program is special education programs for special children.
10. A goal of the guidance program is students with self-confidence.
11. A goal of the guidance program is experiences which stimulate and motivate the average child toward active involvement in the learning process throughout the public school experience.
12. A goal of the guidance program is being a technical resource for teachers, parents and administrators.
13. A goal of the guidance program is information to teachers about students.

Prioritized Guidance Goals

Order of Goal Implementation

14. A goal of the guidance program is information to the community, parents, staff and students about the guidance program.

15. A goal of the guidance program is evaluation of its goals and coordination of its programs and services.

16. A goal of the guidance program is students with decision-making skills.

17. A goal of the guidance program is accurate student records.

18. A goal of the guidance program is students with leadership and cooperation skills.

19. A goal of the guidance program is administrators who are advised on school matters.

GUIDANCE EVALUATION PROJECT
Suffield Public Schools
Suffield, Connecticut

EVALUATION DATA SUMMARY

Goal Prioritization Workshop
October 8, 1974

At the conclusion of the Workshop, all participants were requested to fill out an evaluation sheet. A total of 48 out of 49 participants returned the evaluation: 7 administrators/board members, 2 counselors, 12 parents, 14 students, and 13 teachers. The data is presented here in the percentage of each subgroup selecting a particular response.

Question #1: Organization of the Workshop was

	Excellent	Good	Fair	Poor
Admin./Board	100	--	--	--
Counselors	100	--	--	--
Parents	75	25	--	--
Students	50	50	--	--
Teachers	92	8	--	--

Question #2: Explanation of the purpose of the Workshop was

	Excellent	Good	Fair	Poor
Admin./Board	71	29	--	--
Counselors	50	50	--	--
Parents	50	41	9	--
Students	64	36	--	--
Teachers	100	--	--	--

Question #3: The process of goal prioritization was

	V. Approp.	Approp.	N.V.Appro.	W.of T.
Admin./Board	57	43	--	--
Counselors	50	50	--	--
Parents	9	91	--	--
Students	50	50	--	--
Teachers	62	38	--	--

EVALUATION DATA SUMMARY

Question #4: Mr. Borsari's presentation was

	Excellent	Good	Fair	Poor
Admin./Board	57	43	--	--
Counselors	100	--	--	--
Parents	75	25	--	--
Students	50	50	--	--
Teachers	77	23	--	--

Question #5: If another Workshop were to be held to help prioritize goals for other areas in the Suffield schools, would you want to participate?

	Yes	No	Possibly
Admin./Board	71	--	29
Counselors	100	--	--
Parents	82	9	9
Students	100	--	--
Teachers	70	15	15

Question #6: Do you feel the final priority of goals represents the total group feeling?

	Yes	No	Uncertain
Admin./Board	57	--	43
Counselors	100	--	--
Parents	75	25	--
Students	58	42	--
Teachers	70	15	15

Note: It appears from the wide range of responses that there was some misunderstanding about what the "total group" meant. Some interpreted it as their small group and others as the entire working group.

Question #7: How much do you feel you contributed to the group activities?

	Very much	Average	Not much	Not at all
Admin./Board	43	57	--	--
Counselors	50	50	--	--
Parents	50	50	--	--
Students	21	64	15	--
Teachers	46	54	--	--

APPENDIX B

GUIDANCE EVALUATION PROJECT
GUIDANCE OBJECTIVES

Behavioral Objectives for
Goals 1 through 7

GOAL 1. A GOAL OF THE GUIDANCE PROGRAM IS RESPONSIVENESS TO STUDENTS' NEEDS.

OBJECTIVE 1.1. Each student will indicate, verbally or in writing, how to request guidance services.

OBJECTIVE 1.2. Each student will state, verbally or in writing, the name of his counselor.

OBJECTIVE 1.3. Each student will acknowledge that the guidance department has responded to his request for services within 24 hours of the original request.

OBJECTIVE 1.4. Each student who has an emergency need for guidance services will indicate, verbally or in writing, that he received these services immediately.

OBJECTIVE 1.5. Each student will indicate, verbally or in writing, that he has met individually or in a group with his counselor during the school year.

OBJECTIVE 1.6. Each senior will discuss his post-high school plans with his counselor.

OBJECTIVE 1.7. At course selection time, each student in grades eight through twelve will review his educational program in light of his educational plans with his counselor.

OBJECTIVE 1.8. At course selection time, each student in grades eight through twelve will review his educational program in light of his vocational career plans with his counselor

OBJECTIVE 1.9. Each student will indicate, verbally or in writing, that he was satisfied with the counseling services received.

GOAL 2. A GOAL OF THE GUIDANCE PROGRAM IS INDIVIDUAL SERVICES TO PEOPLE WITH PROBLEMS: STUDENTS, PARENTS, TEACHERS.

OBJECTIVE 2.1. Each student will indicate, verbally or in writing, if they had a problem during the school year with which his counselor could have helped.

OBJECTIVE 2.2. Each student with a problem(s) will verbally or in writing request information from his counselor.

OBJECTIVE 2.3. Each student with a problem(s) will verbally or in writing request counseling with his counselor.

OBJECTIVE 2.4. Each student who sees a counselor about a problem will express his problem to the counselor verbally or in writing.

OBJECTIVE 2.5. Each student who discusses his problem with the counselor will define the problem.

OBJECTIVE 2.6. Each student who discusses his problem with the counselor will select a course of action from the alternatives he identifies.

OBJECTIVE 2.7. Each student who discusses his problem with the counselor will list, verbally or in writing, at least one reason why he is satisfied with the decision he made.

OBJECTIVE 2.8. Each student with problems of a personal, family or academic nature will express to the counselor that he has positive feelings about himself and that his ability to deal with his problem following a parent-counselor consultation has increased.

OBJECTIVE 2.9. Each student with an academic problem will indicate to the counselor that the situation in the classroom has improved as a result of a consultation between the teacher and counselor.

OBJECTIVE 2.10 Each student will enter the class of his choice because of information shared by teacher and counselor.

GOAL 3. A GOAL OF THE GUIDANCE PROGRAM IS STUDENTS' UNDERSTANDING OF AND SELECTION OF POST-HIGH SCHOOL EDUCATIONAL EXPERIENCES.

OBJECTIVE 3.1. At the end of the junior year, students who are planning post-high school education will obtain from the guidance staff a college selection checklist.

OBJECTIVE 3.2. At the end of the junior year, the student will have checked off specified items on his checklisst and will list 3 educational institutions which suit his needs in terms of:

a. life style of the institution
b. location
c. cost (including financial aid).
d. other special interest or reasons.

OBJECTIVE 3.3. By January 1, each senior will discuss post-high school plans with his counselor.

OBJECTIVE 3.4. By January 1, each college bound senior will initiate the application process.

OBJECTIVE 3.5. Each year each student will state verbally or in writing his post-high school educational goals.

OBJECTIVE 3.6. Each year each student will state verbally or in writing at least one course of action to reach his educational goals.

OBJECTIVE 3.7. Each year each student will state verbally or in writing that he feels that the selected course of action is the best option for him at the time.

OBJECTIVE 3.8. One year after graduation each student will state verbally or in writing that he is approaching a goal set in high school.

OBJECTIVE 3.9. Counseled Post Secondary Educational Seniors will compare admissions requirements of the selected institutions with his SAT, ACT or other entrance tests and with measures of his academic performance.

GOAL 4. A GOAL OF THE GUIDANCE PROGRAM IS A SCHOOL ENVIRONMENT WITH AN ATMOSPHERE OF CONCERN FOR HUMAN WELFARE.

OBJECTIVE 4.1. Each student will indicate, verbally or in writing, that there is at least one person in the school who cares about his needs.

OBJECTIVE 4.2. Each student will state, verbally or in writing, that the school is an environment which supports open and honest communication.

OBJECTIVE 4.3. Each student will report, verbally or in writing, that he feels respected by significant adults in the school.

OBJECTIVE 4.4. Each student will indicate, verbally or in writing, that he likes school.

OBJECTIVE 4.5. Each student will indicate, verbally or in writing, that school is a physically safe place for him.

GOAL 5. A GOAL OF THE GUIDANCE PROGRAM IS STUDENTS WITH AN APPRECIATION FOR THEMSELVES THROUGH SELF KNOWLEDGE OF THEIR ACHIEVEMENTS, APTITUDES AND INTERESTS.

OBJECTIVE 5.1. Each student will demonstrate, verbally or in writing, self knowledge by listing at least three of his achievements.

OBJECTIVE 5.2. Each student will demonstrate, verbally or in writing, self knowledge by listing at least three of his aptitudes.

OBJECTIVE 5.3. Each student will demonstrate, verbally or in writing, self knowledge by listing at least three of his interests.

OBJECTIVE 5.4. Each student will write two long term personal goals based upon self knowledge of achievements, aptitudes and interests.

OBJECTIVE 5.5. Each student will write two short term personal goals based upon self knowledge of achievements, aptitudes and interests.

OBJECTIVE 5.6. Each student will write two long term career goals based upon self knowledge of achievements, aptitudes and interests.

OBJECTIVE 5.7. Each student will write two short term career goals based upon self knowledge of achievements, aptitudes and interests.

GOAL 6. A GOAL OF THE GUIDANCE PROGRAM IS STUDENTS WITH UNDERSTANDING OF THE WORLD OF WORK.

OBJECTIVE 6.1. Each student will list three critical facts concerning the career(s) of his choice.

OBJECTIVE 6.2. Each student will indicate, verbally or in writing, that he has shared information about his career choice with his parents.

OBJECTIVE 6.3. Each employment bound senior will have held a job for a minimum six week period.

OBJECTIVE 6.4. Each student will indicate a knowledge of job opportunities in the Suffield area by listing three available jobs of interest to him.

OBJECTIVE 6.5. Each elementary student will explain the occupation of one adult in his family.

OBJECTIVE 6.6. Each student will take home career education literature for discussion with parents.

OBJECTIVE 6.7. Each student will select an occupation and describe verbally or in writing the social importance of that occupation's various levels of skill development.

OBJECTIVE 6.8. Each student in grades K - 5 will indicate during a structured interview at least three careers they would like to know more about.

GOAL 7. A GOAL OF THE GUIDANCE PROGRAM IS APPROPRIATE EDUCATIONAL PLACEMENT WITHIN THE SUFFIELD PUBLIC SCHOOLS FOR ALL STUDENTS.*

OBJECTIVE 7.1. Upon registration each new secondary student will provide his counselor with information about himself to assist the counselor in placing him in an appropriate school program.

OBJECTIVE 7.2. Each student will provide his counselor with information about himself to assist the counselor in placing him in an appropriate school program.

OBJECTIVE 7.3. Each student will follow schedules that have been reviewed by students, parents and counselors.

OBJECTIVE 7.4. Each student will list at least one reason why he feels his educational program is or is not meeting his needs.

*Goals 7 through 11 to be developed during the 1975 - 76 academic year.

APPENDIX C

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S.____ E.S. X

Goal # 1 Objective # 1.1

OBJECTIVE BY THE END OF MARCH, 75% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WILL INDICATE DURING A STRUCTURED INTERVIEW THAT THEY KNOW HOW TO REQUEST GUIDANCE SERVICES

CLIENT POPULATION Students in grades K - 5

CRITERIA TO SELECT CLIENTS Membership in grades K - 5

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will be able to indicate how to request guidance services

EXPECTED INPUT LEVEL OF CLIENTS
0% - new students
25% - 3rd graders
50% - 4th graders
95% - 5th graders

CONSTRAINTS
1. Counselor's load in 3 schools will limit contact with clients
2. Child's ability to express himself because of young age

PROGRAM ACTIVITIES
1. Within the first two months of school, the counselor will discuss ways of students' requesting guidance services with each homeroom

CLIENT OUTPUT LEVEL 75%

OBJECTIVE CRITERIA FOR EVALUATION Counselor's determination of appropriate responses

SAMPLING 20% random sample

SOURCE OF DATA (INSTRUMENT) Interview item:

If you felt the need for help from one of the guidance counselors how would you go about asking for it?

DATE OF EVALUATION End of November

ANALYSIS OF DATA Computer analysis of recorded responses yielding a %age of responses by grade

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S.____ E.S. X

Goal # 1 Objective # 1.2

OBJECTIVE BY THE END OF NOVEMBER, 75% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WILL INDICATE DURING A STRUCTURAL INTERVIEW THAT THEY KNOW THE NAME OF THEIR COUNSELOR

CLIENT POPULATION All students in grades K - 5

CRITERIA TO SELECT CLIENTS Membership in grades K - 5

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will be able to state verbally the name of their counselor to the interviewer

EXPECTED INPUT LEVEL OF CLIENTS

25% - 3rd graders
50% - 4th graders
95% - 5th graders

CONSTRAINTS

1. Age of students
2. Counselor/student ratio
3. Counselor working at three sites

PROGRAM ACTIVITIES

1. Orientation program during the first two months of school
2. Availability to students

CLIENT OUTPUT LEVEL 85% - 3rd, 4th and 5th graders

OBJECTIVE CRITERIA FOR EVALUATION The counselor's correct name

SAMPLING 20% random sample

SOURCE OF DATA (INSTRUMENT) Interview item:

Would you please write down (or tell me) the name of your guidance counselor?

DATE OF EVALUATION End of November

ANALYSIS OF DATA Computer analysis of survey responses yielding %age of correct answers at each grade

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S._____ M.S._____ E.S._X_

Goal # 1 Objective # 1.3

OBJECTIVE BY THE END OF MAY, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 REQUESTING GUIDANCE SERVICES WILL INDICATE DURING AN INTERVIEW THAT THEIR REQUEST WAS RESPONDED TO WITHIN TWO SCHOOL DAYS

CLIENT POPULATION All students in grades K - 5

CRITERIA TO SELECT CLIENTS All students who have requested services

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students who have requested services have been responded to within 2 school days of the request

EXPECTED INPUT LEVEL OF CLIENTS 80%

CONSTRAINTS
1. Case load
2. 3 sites
3. Teacher absence
4. Availability of child
5. Students' immaturity

PROGRAM ACTIVITIES
1. Teacher requests to send child to guidance office
2. Counselor seeks child herself
3. Counselor will keep records of students requests and the counselor response

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING All students who have requested services

SOURCE OF DATA (INSTRUMENT) Interview item:
a) Have you asked for help from your counselor?
b) If yes: When you asked for help from the counselor, how long did it take for you to find out when the counselor could assist you? Circle the correct answer.
Less than one day
More than one day

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of survey responses yielding %age of responses by grade

RESPONSIBILITY FOR DATA Elementary counselor

H.S.____ M.S.____ E.S. X

Goal # 1 Objective # 1.4

OBJECTIVE AT THE END OF EACH MONTH, EACH STUDENT REQUESTING EMERGANCY SERVICES FROM GUIDANCE WILL INDICATE VERBALLY OR IN WRITING THAT HE WAS RESPONDED TO IMMEDIATELY

CLIENT POPULATION All students in grades K - 5

CRITERIA TO SELECT CLIENTS All students who have made an emergency request on guidance

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students with emergency needs will be serviced immediately

EXPECTED INPUT LEVEL OF CLIENTS

K - 0%
1 - 5 - 10%

CONSTRAINTS

1. Client load
2. 3 building sites
3. Counselor may not be notified of emergency
4. No coded system of referring child
5. Confusion over what is an "emergency"

PROGRAM ACTIVITIES

1. Check with referring person
2. Check with student records
3. Define problem
4. Follow through activities

CLIENT OUTPUT LEVEL 100%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING All students referred for emergency services

SOURCE OF DATA (INSTRUMENT) Interview item:

a) Did you have a very important problem (emergency) you wanted to discuss with your counselor? (yes, no)
b) If yes: Did one of the guidance staff assist you immediately when you requested help? (yes, no)

DATE OF EVALUATION Monthly, with an end of year report

ANALYSIS OF DATA Analysis of %age of students needing and receiving emergency services

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. ____ M.S. ____ E.S. X

Goal # 1 Objective # 1.5

OBJECTIVE BY THE END OF MAY, 100% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WILL INDICATE DURING A STRUCTURED INTERVIEW THAT THEY HAVE MET INDIVIDUALLY OR IN A GROUP WITH THEIR COUNSELOR DURING THE SCHOOL YEAR

CLIENT POPULATION All students in grades K - 5

CRITERIA TO SELECT CLIENTS Membership in grades K - 5

CHARACTERISTICS OR QUANTITY TO BE CHANGED Knowledge/awareness of counselor and services

EXPECTED INPUT LEVEL OF CLIENTS
K - 1%
1 - 10%
2 - 30%
3 - 50%
4 - 70%
5 - 90%

CONSTRAINTS
1. Amount of time for counselor to carry out activity
2. Student/counselor ratio
3. 3 buildings

PROGRAM ACTIVITIES
1. Individual counseling
2. Classroom groups
3. Ojmann material in class groups (group guidance)
4. Duso material in class groups (group guidance)
5. Small groups

CLIENT OUTPUT LEVEL 100%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT) Interview item:

Have you met either alone, or with a group, with your guidance counselor? (Yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of survey data and a %age of responses by grade

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S.____ E.S. X

Goal # 1 Objective # 1.6, 1.7, 1.8

OBJECTIVE NO ELEMENTARY COMPONENT

CLIENT POPULATION

CRITERIA TO SELECT CLIENTS

CHARACTERISTICS OR QUANTITY TO BE CHANGED

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS

PROGRAM ACTIVITIES

CLIENT OUTPUT LEVEL

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING

SOURCE OF DATA (INSTRUMENT)

DATE OF EVALUATION

ANALYSIS OF DATA

RESPONSIBILITY FOR DATA

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S.____ E.S. X

Goal # 1 Objective # 1.9

OBJECTIVE BY THE END OF MAY, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WHO HAVE RECEIVED COUNSELING SERVICES WILL INDICATE DURING A STRUCTURED INTERVIEW THAT THEY WERE SATISFIED WITH THE SERVICES

CLIENT POPULATION All K - 5 students

CRITERIA TO SELECT CLIENTS Students who received counseling services

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate that they were satisfied with the counseling services

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS

1. Referral
2. Schedule conflicts
3. Parent interviews
4. Time available for counseling

PROGRAM ACTIVITIES

1. Individual counseling
2. Small group counseling

CLIENT OUTPUT LEVEL 50%

OBJECTIVE CRITERIA FOR EVALUATION Counselor interview with student

SAMPLING 10% random sample of all students receiving services

SOURCE OF DATA (INSTRUMENT) Interview item:

You asked for help from the guidance counselor during this year. Were you happy with the help you received?

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of survey item yielding %age of responses by grade

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S.____ E.S. X

Goal # 2 Objective # 2.1

OBJECTIVE BY THE END OF MAY, 25% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WILL STATE DURING A STRUCTURAL INTERVIEW THAT THEY HAD A PROBLEM DURING THE SCHOOL YEAR WITH WHICH THEIR COUNSELOR COULD HAVE HELPED THEM

CLIENT POPULATION All students in grades K - 5

CRITERIA TO SELECT CLIENTS Students who state they have a problem

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students with a problem will request information from their counselor

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS

1. Counselor availability
2. Student ability to express need
3. Student availability (freedom) to reach counselor

PROGRAM ACTIVITIES

1. Orientation program telling students how to reach guidance
2. Making teachers/parents aware of services

CLIENT OUTPUT LEVEL

K - 1%
1 - 10%
2 - 10%
3 - 20%
4 - 30%
5 - 50%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 15%

SOURCE OF DATA (INSTRUMENT) Interview item:

During the past year did you have a problem or need information which you felt the counselor could help you with? (yes, no)

DATE OF EVALUATION Cumulative with end of year guidance report

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. ____ M.S. ____ E.S. X

Goal # 2 Objective # 2.2

OBJECTIVE BY THE END OF MAY, 50% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WHO INDICATE THAT THEY HAD A PROBLEM THAT COULD HAVE BEEN HELPED BY A COUNSELOR WILL STATE DURING A STRUCTURED INTERVIEW THAT THEY REQUESTED EITHER WRITTEN OR VERBAL INFORMATION FROM THE COUNSELOR

CLIENT POPULATION All students in grades K - 5

CRITERIA TO SELECT CLIENTS Students who state that they have a problem

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students with a problem will request information from their counselor

~~EXPECTED INPUT LEVEL OF CLIENTS~~

CONSTRAINTS
1. Counselor availability
2. Student ability to express need
3. Student availability (freedom) to reach counselor

PROGRAM ACTIVITIES
1. Orientation program telling students how to reach guidance
2. Making teachers/parents aware of services

CLIENT OUTPUT LEVEL 50%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 15%

SOURCE OF DATA (INSTRUMENT) Interview item:

Did you ask your counselor for help? (yes, no)

DATE OF EVALUATION Cumulative with end of year guidance report

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. ____ M.S. ____ E.S. X

Goal # 2 Objective # 2.3

OBJECTIVE BY THE END OF MAY, 50% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WHO INDICATE THAT THEY HAD A PROBLEM THAT THEIR COUNSELOR COULD HELP THEM WITH WILL INDICATE DURING A STRUCTURAL INTERVIEW THAT THEY REQUESTED COUNSELING SERVICES FROM THE COUNSELOR

CLIENT POPULATION All students K - 5

CRITERIA TO SELECT CLIENTS Students in K - 5 who had a problem with which their counselor could help them

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students requesting counseling

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS
1. Counselor availability (3 schools)
2. Student availability to counselor
3. Student availability to express problem

PROGRAM ACTIVITIES
1. Orientation program telling students how to reach guidance
2. Services rendered making teachers and parents aware of services

CLIENT OUTPUT LEVEL 50%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 15%

SOURCE OF DATA (INSTRUMENT) Interview item:
a) Have you had a problem or needed to talk to your counselor during the year? (yes, no)
b) If you have had a problem or needed information have you requested the help of a guidance counselor? (yes, no)

DATE OF EVALUATION Continuous, end of year report

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S.____ E.S. X

Goal # 2 Objective # 2.4

OBJECTIVE BY THE END OF MAY, 100% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WHO INDICATE THAT THEY REQUESTED GUIDANCE SERVICES WILL STATE DURING A STRUCTURAL INTERVIEW THAT THEY WERE ABLE TO TELL THEIR PROBLEM TO THE COUNSELOR

CLIENT POPULATION All students in K - 5

CRITERIA TO SELECT CLIENTS Students who came to counselor

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will express verbally or in writing the problem to the counselor

EXPECTED INPUT LEVEL OF CLIENTS 100%

CONSTRAINTS 1. Counselor availability

PROGRAM ACTIVITIES 1. Individual and small group counseling

CLIENT OUTPUT LEVEL 100%

OBJECTIVE CRITERIA FOR EVALUATION 1. Counselor records

SAMPLING 15%

SOURCE OF DATA (INSTRUMENT) Interview item:

When you saw your guidance counselor, did you tell him or her exactly what the problem was? (yes, no)

DATE OF EVALUATION Cumulative record keeping with end of year report

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S.____ E.S. X

Goal # 2 Objective # 2.5

OBJECTIVE BY THE END OF MAY, 100% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WHO INDICATE THAT THEY DISCUSSED THEIR PROBLEM WITH THE COUNSELOR WILL STATE DURING A STRUCTURAL INTERVIEW THAT THEY WERE ABLE TO TELL THE COUNSELOR ALL ABOUT IT

CLIENT POPULATION All students K - 5

CRITERIA TO SELECT CLIENTS Students who discuss their problem with the counselor

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students who discuss their problem with the counselor will define the problem

EXPECTED INPUT LEVEL OF CLIENTS 100%

CONSTRAINTS 1. Counselor schedule

PROGRAM ACTIVITIES 1. Counseling

CLIENT OUTPUT LEVEL 100%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 15%

SOURCE OF DATA (INSTRUMENT) Interview item:

When you talked with your guidance counselor, did you tell the counselor all about the problem? (yes, no)

DATE OF EVALUATION Continuous with end of year report

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

H.S.____ M.S.____ E.S. X

Goal # 2 Objective # 2.6

OBJECTIVE BY THE END OF MAY, 50% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WHO INDICATE THAT THEY DISCUSSED A PROBLEM WITH A COUNSELOR WILL STATE DURING A STRUCTURED INTERVIEW THAT THEY SELECTED A COURSE OF ACTION FROM THE IDENTIFIED ALTERNATIVES

CLIENT POPULATION All students K - 5

CRITERIA TO SELECT CLIENTS Students who discuss a problem with the counselor

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students who discuss a problem with the counselor will select a course of action from the alternatives they identify

~~EXPECTED INPUT LEVEL OF CLIENTS~~

CONSTRAINTS
1. Student immaturity
2. Lack of experience making decisions

PROGRAM ACTIVITIES
1. Counseling which helps clarify alternative behavior
2. Support for students decision-making

CLIENT OUTPUT LEVEL 50%

OBJECTIVE CRITERIA FOR EVALUATION Counselor's records

SAMPLING 15%

SOURCE OF DATA (INSTRUMENT) Interview item:

after talking with your guidance counselor, were you able to decide what to do to solve your problem? (yes, no)

DATE OF EVALUATION Continuous data collection with end of May report

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

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Goal # 2 Objective # 2.7

OBJECTIVE BY THE END OF MAY, 50% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WHO INDICATE THAT THEY RECEIVED COUNSELING SERVICES AND HAVE SPECIFIED A COURSE OF ACTION WILL STATE DURING A STRUCTURED INTERVIEW AT LEAST ONE REASON WHY THEY ARE SATISFIED WITH THEIR DECISION

CLIENT POPULATION All students K - 5

CRITERIA TO SELECT CLIENTS Students who discuss problem with counselor

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will be able to list at least one reason why they are satisfied with the decision they made as a result of counselin

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS 1. Immaturity of student

PROGRAM ACTIVITIES
1. Counseling
2. Support and encouragement for decision-making program

CLIENT OUTPUT LEVEL

OBJECTIVE CRITERIA FOR EVALUATION Counselor analyzing objective survey item

SAMPLING 15%

SOURCE OF DATA (INSTRUMENT) Interview item:

If you received counseling during the year, can you write down (or tell me) one reason why you are happy with the decision you made, as a result of counseling, as to how you could solve your problem?

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer anslysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

H.S.____ M.S.____ E.S. X

Goal # 2 Objective # 2.8

OBJECTIVE BY THE END OF MAY, EVERY STUDENT IN GRADES K - 5 WHO HAS HAD HIS PARENTS ATTEND A CONFERENCE WITH HIS COUNSELOR WILL STATE DURING DURING A STRUCTURED INTERVIEW THAT AS A RESULT OF THE CONFERENCE HE HAS POSITIVE FEELINGS ABOUT HIMSELF AND A CONFERENCE TO DEAL WITH THE PROBLEM

CLIENT POPULATION All students K - 5

CRITERIA TO SELECT CLIENTS Students with a problem whose parents attend a conference with the counselor

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students' postitve feelings about themselves and competence to deal with their problem

EXPECTED INPUT LEVEL OF CLIENTS
100% - Inability to deal with problem
50% - Positive feelings about self

CONSTRAINTS
1. Parent willingness to engage in conference
2. Parent availability
3. Parent/child relationship
4. Student willingness to have parent conference

PROGRAM ACTIVITIES
1. Consultation
2. Followup activities
3. Followup questionnaire

CLIENT OUTPUT LEVEL
100% to have positive feelings
100% to feel competent to deal with problem

OBJECTIVE CRITERIA FOR EVALUATION Counselor analysis of
student questionnaire
parent questionnaire
counselor records

SAMPLING 100%

SOURCE OF DATA (INSTRUMENT) Interview item:

Did you feel that it was helpful to you when the counselor met with your parents? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

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H.S._____ M.S._____ E.S. X

Goal # 2 Objective # 2.9

OBJECTIVE BY THE END OF MAY, EVERY STUDENT WHO HAS AN ACADEMIC PROBLEM THA IS DISCUSSED BETWEEN HIS TEACHER AND THE COUNSELOR WILL STATE DURING A STRUCTURED INTERVIEW THAT AS A RESULT OF THE CONFERENCE THE CLASSROOM SITUATION HAS IMPROVED

CLIENT POPULATION All students K - 5

CRITERIA TO SELECT CLIENTS All students with academic problems who have that problem discussed between counselor and teacher

CHARACTERISTICS OR QUANTITY TO BE CHANGED Classroom situation has improved

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS
1. Counselor and teacher availability
2. Teacher willingness to work with problem
3. Student willingness to change
4. Nature of problem

PROGRAM ACTIVITIES
1. Consultation with teacher
2. Followup activities

CLIENT OUTPUT LEVEL 100%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 100%

SOURCE OF DATA (INSTRUMENT) Interview item:

When you were having a problem in class, your teacher and guidance counselor met to discuss how they might best help you solve your problem. Do you think this helped you? (yes, no)

DATE OF EVALUATION Continous, with end of year report in May

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

H.S.____ M.S.____ E.S. X

Goal # 2 Objective # 2.10

OBJECTIVE BY THE END OF MAY, EVERY STUDENT IN GRADES K - 5 WHO REQUESTS A CLASS OR SECTION WILL STATE DURING A STRUCTURAL INTERVIEW THAT THEY ARE CURRENTLY IN THE APPROPRIATE CLASS OR SECTION

CLIENT POPULATION All students in K - 5

CRITERIA TO SELECT CLIENTS All students requesting a class or section change

CHARACTERISTICS OR QUANTITY TO BE CHANGED Placement in the appropriate class or section

EXPECTED INPUT LEVEL OF CLIENTS ——————————

CONSTRAINTS
1. Scheduling
2. Student/teacher/principal/parent agreement
3. Time of year
4. Available space in desired class or section

PROGRAM ACTIVITIES
1. Counseling
2. Consulting
3. Schedule adjustment

CLIENT OUTPUT LEVEL 100%

OBJECTIVE CRITERIA FOR EVALUATION Counselor reports

SAMPLING 100%

SOURCE OF DATA (INSTRUMENT) Interview item:

During the year, you asked for a class or section change. Do you feel the class or section your counselor helped you select is the best one for you? (yes, no)

DATE OF EVALUATION Continuous with end of year report in May

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
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Goal # 3 Objective # 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9

OBJECTIVE DOES NOT APPLY TO ELEMENTARY PROGRAM

CLIENT POPULATION

CRITERIA TO SELECT CLIENTS

CHARACTERISTICS OR QUANTITY TO BE CHANGED

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS

PROGRAM ACTIVITIES

CLIENT OUTPUT LEVEL

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING

SOURCE OF DATA (INSTRUMENT)

DATE OF EVALUATION

ANALYSIS OF DATA

RESPONSIBILITY FOR DATA

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Suffield, Connecticut 06078

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Goal # 4 Objective # 4.1

OBJECTIVE BY THE END OF APRIL, 75% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WILL INDICATE DURING A STRUCTURAL INTERVIEW THAT THERE IS AT LEAST ONE PERSON IN SCHOOL WHO CARES ABOUT THEIR NEED

CLIENT POPULATION All students in K - 5

CRITERIA TO SELECT CLIENTS Membership in K - 5

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state that there is one person who cares about their needs

EXPECTED INPUT LEVEL OF CLIENTS 60%

CONSTRAINTS
1. Students not understanding question
2. Students having general negative attitude
3. Immaturity
4. Counselor/student ratio
5. Counselor availability

PROGRAM ACTIVITIES
1. Model caring behavior
2. Duso and Ojemann program
3. Individual and group counseling
4. Responsiveness to student needs

CLIENT OUTPUT LEVEL 75%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT) Interview item:

Of all of the teachers, guidance counselors and others who work in the school, do you feel that one of them really cares for you as a person? (yes, no)

DATE OF EVALUATION End of April

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S.____ E.S. X

Goal # 4 Objective # 4.2

OBJECTIVE BY THE END OF APRIL, 75% OF A RANDOM SAMPLE OF STUDENTS IN GRADE K - 5 WILL INDICATE DURING A STRUCTURAL INTERVIEW THAT THEY FEEL THAT THE SCHOOL ENVIRONMENT SUPPORTS OPEN & HONEST COMMUNICATION

CLIENT POPULATION All students in K - 5

CRITERIA TO SELECT CLIENTS Membership in K - 5

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state that the school environment supports open and honest communication

EXPECTED INPUT LEVEL OF CLIENTS 60%

CONSTRAINTS
1. Student immaturity
2. Lack of understanding item
3. Staff's communication skills
4. Counselor/student ratio
5. Counselor availability

PROGRAM ACTIVITIES
1. Model open and honest communication
2. Duso and Ojemann programs
3. Staff inservices
4. Encourage staff openings with students
5. Encourage parents, students, teachers to read and learn about communications

CLIENT OUTPUT LEVEL 75%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT) Interview item:

Do you feel that the counselors and teachers really want you to be honest with them and tell them about any problems you have? (yes, no)

DATE OF EVALUATION End of April

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

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Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S.____ E.S. X

Goal # 4 Objective # 4.3

OBJECTIVE BY THE END OF APRIL, 60% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WILL INDICATE DURING A STRUCTURAL INTERVIEW THAT THEY FEEL ACCEPTED AS WORTHWHILE BY MOST ADULTS IN SCHOOL

CLIENT POPULATION All students in K - 5

CRITERIA TO SELECT CLIENTS Membership in K - 5

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state that they feel accepted as worthwhile by most adults in school

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS
1. Students not understanding question
2. Counselor/student ratio
3. Counselor availability

PROGRAM ACTIVITIES
1. Duso and Ojemann programs
2. Modeling behavior

CLIENT OUTPUT LEVEL 60%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT) Interview item:

Do the teachers and counselors you know make you feel good about yourself and really accept you as a person? (yes, no)

DATE OF EVALUATION End of April

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S.____ E.S. X

Goal # 4 Objective # 4.4

OBJECTIVE BY THE END OF MAY, 75% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WILL INDICATE DURING A STRUCTURED INTERVIEW THAT THEY LIKE SCHOOL

CLIENT POPULATION All students in K - 5

CRITERIA TO SELECT CLIENTS Membership in K - 5

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state that they like school

EXPECTED INPUT LEVEL OF CLIENTS 60%

CONSTRAINTS

1. Students feel they shouldn't like school
2. More girls than boys will say they like school
3. Students generalize from one negative experience
4. Immaturity
5. General negative self image
6. Poor home support for school
7. Staff behavior
8. Counselor/student ratio
9. Counselor availability

PROGRAM ACTIVITIES

1. Model positive mental health programs
2. Work with individual and small groups (Duso & Ojemann)
3. Staff workshops
4. Consulting with staff on special student problems

CLIENT OUTPUT LEVEL 75%

OBJECTIVE CRITERIA FOR EVALUATION Counselor analysis of objective data

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT) Interview item:

Overall, do you like going to school? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

H.S.____ M.S.____ E.S. X

Goal # 4 Objective # 4.5

OBJECTIVE BY THE END OF APRIL, 70% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WILL INDICATE DURING A STRUCTURED INTERVIEW THAT SCHOOL IS A SAFE PLACE TO BE

CLIENT POPULATION All students in K - 5

CRITERIA TO SELECT CLIENTS Membership in K - 5

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state that school is a safe place for them

EXPECTED INPUT LEVEL OF CLIENTS 60%

CONSTRAINTS
1. Peer pressures
2. generalize from specific
3. Academic failing

PROGRAM ACTIVITIES
1. Model school rules
2. Individual and group counseling around issues of physical abuse

CLIENT OUTPUT LEVEL 70%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT) Interview item:

Do you often feel like other children pick on you or start fights with you in school? (yes, no)

DATE OF EVALUATION End of April

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

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Suffield, Connecticut 06078

H.S._____ M.S._____ E.S. X

Goal # 5 Objective # 5.1

OBJECTIVE BY THE END OF APRIL, 90% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WILL INDICATE DURING A STRUCTURED INTERVIEW AT LEAST THREE PERSONAL ACHIEVEMENTS

CLIENT POPULATION All students in K - 5

CRITERIA TO SELECT CLIENTS Membership in K - 5

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state 3 things that they have done

EXPECTED INPUT LEVEL OF CLIENTS 90%

CONSTRAINTS
1. Not understanding question
2. Poor background
3. Negative self image

PROGRAM ACTIVITIES
1. Focus on positive achievements of children

CLIENT OUTPUT LEVEL 90%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT) Interview item:

Can you list (tell me) three things you have done that you are really proud of? ________________________

____

DATE OF EVALUATION End of April ________________________

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S.____ E.S. X

Goal # 5 Objective # 5.2

OBJECTIVE BY THE END OF APRIL, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WILL INDICATE DURING A STRUCTURED INTERVIEW AT LEAST THREE PERSONAL APTITUDES

CLIENT POPULATION All students in K - 5

CRITERIA TO SELECT CLIENTS Membership in K - 5

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will list three of their personal aptitudes

EXPECTED INPUT LEVEL OF CLIENTS 75%

CONSTRAINTS
1. Immaturity
2. Poor self image
3. Deprived background

PROGRAM ACTIVITIES
1. Individual aptitude and intelligence testing services
2. Teacher workshops which focus on student strengths
3. Individual and group counseling

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION Counselor analysis of objective data

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT) Interview item:

Can you list (tell me) three things you feel you can do well?

____
____
____

DATE OF EVALUATION End of April

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

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Suffield Public Schools
Suffield, Connecticut 06078

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5

Goal # 5 Objective # 5.3

OBJECTIVE BY THE END OF APRIL, 90% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WILL INDICATE ON A WRITTEN SURVEY ITEM AT LEAST THREE PERSONAL INTERESTS

CLIENT POPULATION All students in K - 5

CRITERIA TO SELECT CLIENTS Membership in K - 5

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate at least three personal interests

EXPECTED INPUT LEVEL OF CLIENTS 85%

CONSTRAINTS

1. Immaturity
2. Poor self image
3. Deprived background

PROGRAM ACTIVITIES

1. Encourage and support activity program
2. Individual and group counseling focusing on interests
3. Teacher workshops

CLIENT OUTPUT LEVEL 90%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT) Interview item:

Can you list (tell me) three things you really enjoy doing?

____
____
____

DATE OF EVALUATION End of April

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S.____ E.S. X

Goal # 5 Objective # 5.4

OBJECTIVE BY THE END OF APRIL, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WILL INDICATE ON A WRITTEN SURVEY ITEM TWO LONG TERM PERSONAL GOALS BASED UPON SELF KNOWLEDGE OF ACHIEVEMENTS, APTITUDES AND INTERESTS

CLIENT POPULATION All students in K - 5

CRITERIA TO SELECT CLIENTS Membership in K - 5

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will list two long term personal goals

EXPECTED INPUT LEVEL OF CLIENTS 70%

CONSTRAINTS
1. Inexperience dealing with concepts of goals
2. Varying conceptions of time
3. Poorly defined personal goals
4. Immaturity
5. Difficulty of concept

PROGRAM ACTIVITIES
1. Support and encourage goal setting activities in the classroom
2. Individual and group counseling focusing on goal setting
3. Support and encourage decision-making programs

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT) Interview item:

Can you tell me two things you would like to be able to do when you are ten years older than you are now?

DATE OF EVALUATION End of April

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S.____ E.S. X

Goal # 5 Objective # 5.5

OBJECTIVE BY THE END OF APRIL, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADE K - 5 WILL INDICATE ON A WRITTEN SURVEY ITEM TWO SHORT TERM PERSONAL GOALS BASED ON SELF KNOWLEDGE OF ACHIEVEMENTS, APTITUDE AND INTERESTS

CLIENT POPULATION

All students in K - 5

CRITERIA TO SELECT CLIENTS Membership in K - 5

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will list two short term personal goals

EXPECTED INPUT LEVEL OF CLIENTS

70%

CONSTRAINTS
1. Inexperience dealing with concepts of goals
2. Varying conceptions of time
3. Poorly defined personal goals
4. Immaturity
5. Difficulty of concept

PROGRAM ACTIVITIES
1. Support and encourage goal setting activities in the classroom
2. Individual and group counseling focusing on goal setting
3. Support and encourage decision-making programs

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT) Interview item:

a) What are two things you are interested in and able to do that you would like to do better next year?
b) Can you list two things you are interested in and which you think you will be able to accomplish when you become an adult?

DATE OF EVALUATION End of April

ANALYSIS OF DATA Computer anslysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

[illegible] Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S.____ E.S. X

Goal # 5 Objective # 5.6

OBJECTIVE BY THE END OF APRIL, 50% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WILL INDICATE DURING A STRUCTURED INTERVIEW AT LEAST TWO LONG TERM CAREER GOALS

CLIENT POPULATION All students in K - 5

CRITERIA TO SELECT CLIENTS Membership in K - 5

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state two long term career goals

EXPECTED INPUT LEVEL OF CLIENTS 40%

CONSTRAINTS
1. Immaturity
2. Poor backgrounds
3. Inadequate exposure to career information
4. Poor experience with goal statements
5. Difficulty of question

PROGRAM ACTIVITIES
1. Encourage and support career work

CLIENT OUTPUT LEVEL 50%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT) Interview item:

a) Can you name two jobs which you think you would like to have when you grow up?
b) Can you give two reasons why you think you would like each job?

DATE OF EVALUATION End of April

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

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Goal # 5 Objective # 5.7

OBJECTIVE DOES NOT APPLY TO ELEMENTARY PROGRAM

CLIENT POPULATION

CRITERIA TO SELECT CLIENTS

CHARACTERISTICS OR QUANTITY TO BE CHANGED

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS

PROGRAM ACTIVITIES

CLIENT OUTPUT LEVEL

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING

SOURCE OF DATA (INSTRUMENT)

DATE OF EVALUATION

ANALYSIS OF DATA

RESPONSIBILITY FOR DATA

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Suffield, Connecticut 06078

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Goal # 6 Objective # 6.1, 6.2, 6.3, 6.4

OBJECTIVE DO NOT APPLY TO ELEMENTARY PROGRAM

CLIENT POPULATION

CRITERIA TO SELECT CLIENTS

CHARACTERISTICS OR QUANTITY TO BE CHANGED

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS

PROGRAM ACTIVITIES

CLIENT OUTPUT LEVEL

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING

SOURCE OF DATA (INSTRUMENT)

DATE OF EVALUATION

ANALYSIS OF DATA

RESPONSIBILITY FOR DATA

H.S.____ M.S.____ E.S. X

Goal # 6 Objective # 6.5

OBJECTIVE BY THE END OF APRIL, 50% OF A RANDOM SAMPLE OF STUDENTS IN GRADES K - 5 WILL STATE DURING A STRUCTURED INTERVIEW THE OCCUPATION OF AT LEAST ONE ADULT IN THEIR FAMILY

CLIENT POPULATION All students in K - 5

CRITERIA TO SELECT CLIENTS Membership in grades K - 5

CHARACTERISTICS OR QUANTITY TO BE CHANGED Each student will be able to state the occupation of at least one adult in his family

EXPECTED INPUT LEVEL OF CLIENTS 40%

CONSTRAINTS
1. Parents not conveying information to students
2. Immaturity
3. Poor memory

PROGRAM ACTIVITIES
1. Encourage and support career programs
2. Encourage and support knowledge and involvement with family

CLIENT OUTPUT LEVEL 50%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT) Interview item:

a) What is the name of the job your father has?
b) What is the name of the job your mother has?

DATE OF EVALUATION End of April

ANALYSIS OF DATA Computer anslysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

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Goal # 6 Objective # 6.6, 6.7

OBJECTIVE DOES NOT APPLY TO ELEMENTARY PROGRAM

CLIENT POPULATION

CRITERIA TO SELECT CLIENTS

CHARACTERISTICS OR QUANTITY TO BE CHANGED

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS

PROGRAM ACTIVITIES

CLIENT OUTPUT LEVEL

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING

SOURCE OF DATA (INSTRUMENT)

DATE OF EVALUATION

ANALYSIS OF DATA

RESPONSIBILITY FOR DATA

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Goal # 6 Objective # 6.8

OBJECTIVE BY THE END OF APRIL, 90% OF A RANDOM SAMPLE OF STUDENTS IN GRADE K - 5 WILL INDICATE DURING A STRUCTURED INTERVIEW AT LEAST THREE CAREERS THEY WOULD LIKE TO KNOW MORE ABOUT

CLIENT POPULATION All students in grades K - 5

CRITERIA TO SELECT CLIENTS Membership in grades K - 5

CHARACTERISTICS OR QUANTITY TO BE CHANGED Each student will indicate three jobs they would like to know about

EXPECTED INPUT LEVEL OF CLIENTS 80%

CONSTRAINTS
1. Immaturity
2. Lack of career information

PROGRAM ACTIVITIES 1. Encourage and support career guidance activities

CLIENT OUTPUT LEVEL 90%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING

SOURCE OF DATA (INSTRUMENT) Interview item:

Can you list three jobs or careers you would like to find out more about?

[illegible] OF EVALUATION End of April

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Elementary counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. ____ M.S. X E.S. ____

Goal # 1 Objective # 1.1

OBJECTIVE BY THE END OF MARCH, 75% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL STATE ON A WRITTEN SURVEY ITEM TWO MEANS OF OBTAINING GUIDANCE SERVICES

CLIENT POPULATION All 6, 7 and 8th grade students

CRITERIA TO SELECT CLIENTS Membership in the 6, 7 and 8th grade

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will be able to select two methods of obtaining guidance services

EXPECTED INPUT LEVEL OF CLIENTS
0% of new students will know how to obtain services
20% of 6th graders
50% of 7th graders
75% of 8th graders

CONSTRAINTS
1. Lack of previous formal orientation program
2. Large student/counselor ratio
3. Absence from orientation programs

PROGRAM ACTIVITIES
1. Orientation program
2. Student handbook

CLIENT OUTPUT LEVEL 75% of students in the random sample will be able to indicate two methods of obtaining guidance services

OBJECTIVE CRITERIA FOR EVALUATION Counselor determiniation of appropriate responses

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)
If you need services from the guidance department or a counselor there are particular ways you should go about getting these services. Can you name two ways you might go about it?

[illegible] End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grades and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 1 Objective # 1.2

OBJECTIVE BY THE END OF MARCH, 60% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6,7, AND 8 WILL INDICATE ON A WRITTEN SURVEY ITEM THE NAME OF THEIR COUNSELOR

CLIENT POPULATION All 6th, 7th and 8th grade students

CRITERIA TO SELECT CLIENTS Membership in the 6th, 7th and 8th grades

CHARACTERISTICS OR QUANTITY TO BE CHANGED Knowledge of counselor's name

EXPECTED INPUT LEVEL OF CLIENTS
0% - new students and 6th graders
70% - 7th graders
80% - 8th graders

CONSTRAINTS
1. Difficulty in name pronunciation
2. Lack of spelling ability
3. Lack of prior contact with counselor
4. Absence from school on orientation days

PROGRAM ACTIVITIES
1. Students will be asked to indicate name of counselor after orientation or receiving student handbook

CLIENT OUTPUT LEVEL
60% - 6th graders
75% - 7th graders
85% - 8th graders

OBJECTIVE CRITERIA FOR EVALUATION Counselor scoring of objective survey form

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

What is the name of your guidance counselor?

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of student surveys to yield %age of responses by grade and counselor assignment

RESPONSIBILITY FOR DATA Meddle school counselors

Guidance Evaluation Project
Su[illegible]lic Schools
Suffield, Connecticut 06078

H.S. ____ M.S. X E.S. ____

Goal # 1 Objective # 1.3

OBJECTIVE BY THE END OF MARCH, 85% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6 AND 7 WHO REQUESTED GUIDANCE SERVICES WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY RECEIVED A RESPONSE TO THEIR REQUEST WITHIN TWO SCHOOL DAYS

CLIENT POPULATION All 6, 7 and 8th grade students

CRITERIA TO SELECT CLIENTS Students in 6, 7 and 8th grades who have requested services

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate that the guidance department responded to them within 24 hours

EXPECTED INPUT LEVEL OF CLIENTS
50% - 6th and 7th graders
25% - 8th graders

CONSTRAINTS
1. Accurate recollections by students
2. Counselor/student ratio
3. 8th grade counselor available ½ of week
4. Part time secretarial staff
5. Inaccessibility of students
6. Delays in relaying messages

PROGRAM ACTIVITIES
1. Send messages to students who can't be seen immediately
2. Counselor in building full time
3. Students who request services will be asked if they received a response within 2 school days

CLIENT OUTPUT LEVEL
85% - 6th and 7th graders
75% - 8th graders

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

You asked for help from your counselor or other persons in the guidance department. Did they answer your request within two school days? (yes, no, I did not request help)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of survey item to yield %age of response by grade and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

H.S.____ M.S.__X__ E.S.____

Goal # 1 Objective # 1.4

OBJECTIVE BY THE END OF MARCH, ALL STUDENTS WHO REQUESTED EMERGENCY ATTENTION WILL INDICATE THAT THEIR EMERGANCY NEED WAS RESPONDED TO QUICKLY BY THE GUIDANCE DEPARTMENT

CLIENT POPULATION All students in the 6, 7 and 8th grades

CRITERIA TO SELECT CLIENTS Membeship in the 6, 7 and 8th grades who have expressed emergency need

CHARACTERISTICS OR QUANTITY TO BE CHANGED Student with emergency need will indicate that the guidance department responded quickly to his request for services

EXPECTED INPUT LEVEL OF CLIENTS
50% - 6th and 7th graders
35% - 8th graders

CONSTRAINTS
1. Counselor absent or out of building
2. Varying assessment as to what constitutes an emergency
3. Pre-arranged meetings of counselor
4. 8 - 9 counselor only in school every other day
5. Classroom teachers not releasing students
6. Part time secretary

PROGRAM ACTIVITIES
1. Students who had emergency need will be asked to indicate if they were responded to quickly

CLIENT OUTPUT LEVEL 100% - 6, 7 and 8th graders

OBJECTIVE CRITERIA FOR EVALUATION Counselor records on situations they considered to be emergencies

SAMPLING 100% of all students requesting emergency services

SOURCE OF DATA (INSTRUMENT)

During the school year, you had a problem which required help very quickly. Did your counselor or the guidance department provide that help right away? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of all survey items to yield %age of responses by grade and counselor assignment. Discrepancy analysis between counselor records and student responses

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
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Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 1 Objective # 1.5

OBJECTIVE BY THE END OF MARCH, 95% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY MET WITH THEIR COUNSELOR INDIVIDUALLY OR IN A GROUP DURING THE SCHOOL YEAR

CLIENT POPULATION All 6, 7 and 8th grade students.

CRITERIA TO SELECT CLIENTS Membership in grades 6, 7 and 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate that they have met individually or in a group with their counselor during the school year

EXPECTED INPUT LEVEL OF CLIENTS
65% - 6th and 7th graders
95% - 8th graders

CONSTRAINTS
1. Ratio counselor to student
2. Student forgetting meeting with counselor
3. Lack of time for group meetings
4. Schedule (student's) problem
5. Class period time not given up by teacher

PROGRAM ACTIVITIES
1. Individual and group meetings
2. Daily log or notation on class notes
3. Students will indicate having met with counselor individually or in group

CLIENT OUTPUT LEVEL 95% - 6th, 7th, 8th graders

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)
a) Have you met with your counselor either by yourself or in a group during this school year? (yes, no)
b) If no, did you miss a scheduled appointment with your counselor because of your absence or a class conflict? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of survey data to yield %age of students' meeting individually or in group or both by grade and by counselor assignment. Discrepancy analysis with counselor Data

RESPONSIBILITY FOR DATA Middle school counselor

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 1 Objective # 1.6

OBJECTIVE DOES NOT APPLY

CLIENT POPULATION

CRITERIA TO SELECT CLIENTS

CHARACTERISTICS OR QUANTITY TO BE CHANGED

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS

PROGRAM ACTIVITIES

CLIENT OUTPUT LEVEL

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING

SOURCE OF DATA (INSTRUMENT)

TIME OF EVALUATION

ANALYSIS OF DATA

RESPONSIBILITY FOR DATA

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. ____ M.S. X E.S. ____

Goal # 1 Objective # 1.7

OBJECTIVE BY THE END OF MARCH, 95% OF A RANDOM SAMPLE OF STUDENTS IN GRADE 8 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY REVIEWED THEIR EDUCATIONAL PLANS WITH A COUNSELOR DURING COURSE SELECTION TIME

CLIENT POPULATION All students in grade 8

CRITERIA TO SELECT CLIENTS Membership in grade 8; Students who plan to attend the high school the following year

CHARACTERISTICS OR QUANTITY TO BE CHANGED An educational program planned with related educational goals in mind

EXPECTED INPUT LEVEL OF CLIENTS 5%

CONSTRAINTS
1. Availability of students
2. Counselor/student ratio
3. Uncertainty about future goals
4. Student avoidance due to anxiety about attending high school

PROGRAM ACTIVITIES
1. Group orientation by high school teachers for students and their parents
2. Tour of the high school
3. Individual conference with the counselor

CLIENT OUTPUT LEVEL 95%

OBJECTIVE CRITERIA FOR EVALUATION Counselor data

SAMPLING Random 25% of entire 8th grade class

SOURCE OF DATA (INSTRUMENT)

8th graders only: Did you review your educational plans with your counselor during course selection time? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of survey items to yield %age of responses by grade and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 1 Objective # 1.8

OBJECTIVE BY THE END OF MARCH, 95% OF A RANDOM SAMPLE OF STUDENTS IN GRADE 8 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY REVIEWED THEIR VOCATIONAL PLANS WITH A COUNSELOR DURING COURSE SELECTION TIME

CLIENT POPULATION All students in grade 8

CRITERIA TO SELECT CLIENTS Membership in grade 8; Students who plan to attend the high school the following year

CHARACTERISTICS OR QUANTITY TO BE CHANGED An educational program planned with related vocational goals in mind

EXPECTED INPUT LEVEL OF CLIENTS 5%

CONSTRAINTS
1. Availability of students
2. Counselor/student ratio
3. Uncertainty about future goals
4. Student avoidance due to anxiety about attending high school

PROGRAM ACTIVITIES
1. Group orientation by high school teachers for students and their parents
2. Tour of the high school
3. Individual conference with the counselor

CLIENT OUTPUT LEVEL 95%

OBJECTIVE CRITERIA FOR EVALUATION Counselor data

SAMPLING Random 25% of entire 8th grade class

SOURCE OF DATA (INSTRUMENT)

8th graders only: If yes, did your review include discussion of your educational and work plans for the future? (yes, no)

[illegible] End of March

ANALYSIS OF DATA Computer analysis of survey items to yield %age of responses by grade and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

H.S. ____ M.S. X E.S. ____

Goal # 1 Objective # 1.9

OBJECTIVE BY THE END OF MARCH, 75% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7, AND 8 WHO HAVE RECEIVED GUIDANCE SUPERVISION WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY WERE SATISFIED WITH THE GUIDANCE SERVICES THEY RECEIVED

CLIENT POPULATION All middle school students

CRITERIA TO SELECT CLIENTS Middle school students who have received guidance services

CHARACTERISTICS OR QUANTITY TO BE CHANGED A satisfaction with the experienced guidance service

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS
1. Students who do not agree with solution to presented problem
2. Students who presented inappropriate problem to counselor

PROGRAM ACTIVITIES
1. Guidance and counseling activities designed to present students with alternative behaviors
2. Ask the student at the end of the counseling or guidance involvement if he is satisfied with the service

CLIENT OUTPUT LEVEL 75%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25% of a random sample of all middle school students. At least 50% of this group must be able to respond to this item

SOURCE OF DATA (INSTRUMENT)

If you received counseling from your counselor or the guidance department, were you satisfied with the counseling you received? (yes, no)

[illegible] End of March

ANALYSIS OF DATA Computer analysis of survey items to yield %age of responses by grade and counselor assignment. A discrepancy analysis of counselor records and computer analysis

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 2 Objective # 2.1

OBJECTIVE BY THE END OF MARCH, 75% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY HAD A PROBLEM DURING THE SCHOOL YEAR WITH WHICH THEIR COUNSELOR COULD HAVE HELPED THEM

CLIENT POPULATION All middle school students

CRITERIA TO SELECT CLIENTS Students who indicate that they had a problem

CHARACTERISTICS OR QUANTITY TO BE CHANGED The seeking of information from a counselor when the student has a problem

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS
1. Student not feeling comfortable enough to relate problem to counselor
2. Student deciding not to bring the problem to the counselor
3. Student not familiar with the process of obtaining an app't
4. Poor understanding of guidance and counseling services

PROGRAM ACTIVITIES
1. Orientation program

CLIENT OUTPUT LEVEL 75%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25% random sample of middle school students

SOURCE OF DATA (INSTRUMENT)
Have you had a problem with which your counselor could have helped you? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA %age of students responding in this category

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 2 Objective # 2.2

OBJECTIVE BY THE END OF MARCH, 60% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WHO INDICATE THAT THEY HAD A PROBLEM THAT COULD HAVE BEEN HELPED BY THE COUNSELOR WILL STATE ON A WRITTEN SURVEY ITEM THAT THEY REQUESTED EITHER WRITTEN OR VERBAL INFORMATION FROM THE COUNSELOR

CLIENT POPULATION All middle school students

CRITERIA TO SELECT CLIENTS Students who indicate that they had a problem

CHARACTERISTICS OR QUANTITY TO BE CHANGED The seeking of information from a counselor when the student has a problem

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS
1. Student not feeling comfortable enough to relate problem to counselor
2. Student deciding not to bring the problem to the counselor
3. Student not familiar with the problem of obtaining an app't
4. Poor understanding of guidance and counseling services

PROGRAM ACTIVITIES
1. Orientation program

CLIENT OUTPUT LEVEL 60%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25% random sample of middle school students

SOURCE OF DATA (INSTRUMENT)
If yes, did you request information from the counselor? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA %age of students responding in this category

RESPONSIBILITY FOR DATA Middle school counselors

H.S.____ M.S. X E.S.____

Goal # 2 Objective # 2.3

OBJECTIVE BY THE END OF MARCH, 75% OF A RANDOM SAMPLE OF TUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY HAD A PROBLEM AND REQUESTED COUNSELING SERVICES FROM THEIR COUNSELOR

CLIENT POPULATION All middle school students

CRITERIA TO SELECT CLIENTS Students with problems who requested counseling

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students with a problem will indicate that they requested counseling services from their counselor

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS
1. Students not feeling comfortable enough to request services
2. Student deciding not to bring problem to counselor
3. Student not familiar with the process of obtaining app't
4. Poor understanding of counselor's role and function

PROGRAM ACTIVITIES
1. Orientation program
2. Availability of counselors
3. Behaviors which encourage trust and confidence

CLIENT OUTPUT LEVEL 75%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25% random sample of the middle school

SOURCE OF DATA (INSTRUMENT)
a) Have you had a problem during the year for which you felt the need for counseling? (yes, no)
b) If you answered yes, did you request counseling? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis to yield %age of students requesting counseling by grade and counselor assignment; %age of students also asking for information

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 2 Objective # 2.4

OBJECTIVE BY THE END OF MARCH, 75% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WHO INDICATE THAT THEY HAD A PROBLEM AND REQUESTED HELP WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY WERE ABLE TO EXPRESS THEIR PROBLEM VERBALLY OR IN WRITING TO THE COUNSELOR

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Students who stated that they had a problem and requested help

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate that they were able to express their problem to their counselor

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS

1. Students not feeling comfortable enough to request an app't
2. Students who do not know how to get an appointment
3. Students with poor communication skills
4. Counselor who doesn't realize that student is presenting a problem

PROGRAM ACTIVITIES

1. Orientation activity

CLIENT OUTPUT LEVEL 75%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)

Were you able to tell the counselor what your problem was either by talking to the counselor or writing the problem down? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of data to yield %age of responses by grade, sex and counselor assignment. Discrepancy analysis of counselor records and student response

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. ____ M.S. X E.S. ____

Goal # 2 Objective # 2.5

OBJECTIVE BY THE END OF MARCH, 75% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WHO DISCUSSED A PROBLEM WITH THE COUNSELOR WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY WERE ABLE TO DEFINE THE PROBLEM TO THE COUNSELOR

CLIENT POPULATION Students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Students who discussed a problem with the counselor

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will be able to define their problem to the counselor

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS
1. Inability to define problems
2. Students who do not understand the item on the questionnaire
3. Students who forget that the problem was defined during counseling
4. Counselors who feel that they understand the presenting proble clearly enough so that no definition is asked

PROGRAM ACTIVITIES
1. Orientation program that discusses the importance of problem definition

CLIENT OUTPUT LEVEL 75%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Were you able to define your problem for the counselor? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of item to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. ____ M.S. x E.S. ____

Goal # 2 Objective # 2.6

OBJECTIVE BY THE END OF MARCH, 85% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WHO HAVE DISCUSSED A PROBLEM WITH A COUNSELOR WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY SELECTED A COURSE OF ACTION FROM ALTERNATIVES THEY IDENTIFIED WITH THE COUNSELOR

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Students who have met with a counselor to discuss a problem

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students who identify alternatives and act on one or more of them

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS
1. Student not able to identify many alternatives
2. Students with difficulty making decisions
3. Students not able to take action on selected alternatives
4. Lack of acceptance of possible alternatives
5. Students forget interaction with counselor

PROGRAM ACTIVITIES
1. During the counseling process, the counselor will encourage the student to recognize all possible alternatives and to choose one course of action
2. Institute ANISA in middle school
3. Support decision-making programs in school

CLIENT OUTPUT LEVEL 85%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)
During your talks with the counselor, did you discuss different ways you might go about solving the problem, and did you select one of these possible ways of solving the problem? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment. Discrepancy analysis of counselor records and item analysis

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 2 Objective # 2.7

OBJECTIVE BY THE END OF MARCH, 35% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WHO RECEIVED COUNSELING SERVICES AND HAVE SELECTED A COURSE OF ACTION WILL INDICATE ON A WRITTEN SURVEY ITEM AT LEAST ONE REASON WHY THEY ARE SATISFIED WITH THE DECISION MADE AS A RESULT OF COUNSELING

CLIENT POPULATION All middle school students

CRITERIA TO SELECT CLIENTS Students who made a decision as a result of a counseling experience

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students' ability to state what was satisfying about the selected decision

EXPECTED INPUT LEVEL OF CLIENTS 25%

CONSTRAINTS
1. Students who change decisions after interaction with the counselor
2. Students not knowing if they are satisfied with a decision
3. Students forgetting interaction with counselor
4. Students who never acted on the decision
5. Inadequate followup on student decisions

PROGRAM ACTIVITIES
1. Counselors to encourage examination of actions by the students
2. Activities to increase a student's awareness which results from actions

CLIENT OUTPUT LEVEL 35%

OBJECTIVE CRITERIA FOR EVALUATION Counselor selection of appropriate responses; counselor records

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)
Can you write down a reason why you are satisfied with the dcision you made as a result of counseling?

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment. Discrepancy analysis of counselor records and item analysis

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. ____ M.S. X E.S. ____

Goal # 2 Objective # 2.8

OBJECTIVE BY THE END OF MARCH, 40% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WHO HAVE BEEN PART OF A PARENT CONFERENCE WILL STATE ON A WRITTEN SURVEY ITEM THAT AS A RESULT OF THE PARENT / COUNSELOR CONSULTATIONS REGARDING HIS PERSONAL, FAMILY OR ACADEMIC PROBLEMS, HE EXPERIENCED A POSITIVE FEELING ABOUT HIMSELF AND AN INCREASED ABILITY TO DEAL WITH THE PROBLEM

CLIENT POPULATION Students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Middle school students with problems of personal, family or academic nature, whose parents have had a conference or consultation with counselor

CHARACTERISTICS OR QUANTITY TO BE CHANGED Selected clients will express in writing positive feelings about self and their ability to deal with problems

EXPECTED INPUT LEVEL OF CLIENTS 25%

CONSTRAINTS

1. Students with long history of negative self concept and lack of confidence
2. Uncooperative parents who don't follow recommendations
3. Counselor error in recommendations to parents
4. Student dissatisfied with counselor/parent conference outcome
5. Ineffective parents
6. Time lapse between counselor/parent conference and administration of questionnaire
7. Situational attitudes effecting response to questionnaire

PROGRAM ACTIVITIES

1. Encourage student to articulate problem
2. Involve students in counselor/parent consultation
3. Obtain cooperation from all parties involved
4. Follow through activities

CLIENT OUTPUT LEVEL 40%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 100% of students having parent conferences with parents

SOURCE OF DATA (INSTRUMENT)

a) If your counselor met with your parents during this school year, do you believe that this meeting helped you and do you feel better about yourself as a result of the meeting? (yes, no)

b) If your counselor had a conference with your parents during the year, did that conference help to solve your problem? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment. Discrepancy analysis of counselor records and item analysis

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 2 Objective # 2.9

OBJECTIVE BY THE END OF MARCH, 45% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WHO HAVE HAD THE COUNSELOR MEET WITH THEIR TEACHER WILL STATE ON A WRITTEN SURVEY ITEM THAT HE PROBLEM IN THE CLASSROOM HAS IMPROVED AS A RESULT OF THE CONFERENCE

CLIENT POPULATION All middle school students

CRITERIA TO SELECT CLIENTS Middle school students with academic problems whose teacher was consulted by the counselor

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students previously described will express in writing that the situatio in the classroom had improved

EXPECTED INPUT LEVEL OF CLIENTS 30%

CONSTRAINTS

1. Students who subvert teachers' intentions to improve situations due to dissatisfaction with teacher/counselor mting
2. Uncooperative teachers who don't follow recommendations
3. Counselor error in recommendations to teachers
4. Time lapse between counselor/teacher conference and administration of questionnaire
5. Uncontrollable variables (other students embarrassing, etc.)
6. New problem which effects student attitude

PROGRAM ACTIVITIES

1. Clear definition of problem
2. Involve students in counselor/teacher consultation
3. Encourage student input at such consultations
4. Follow through activities

CLIENT OUTPUT LEVEL 45%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING All students who have been involved with a teacher/counselor consultation

SOURCE OF DATA (INSTRUMENT)

You had counseling during this year as a result of a problem in one or more of your classes, which resulted in a conference between your counselor and teacher(s). Do you feel that as a result of counseling, the situation has improved in your class(es)? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment; Discrepancy analysis of counselor records and item analysis

RESPONSIBILITY FOR DATA Middle school counselors

H.S.____ M.S. X E.S.____

Goal # 2 Objective # 2.10

OBJECTIVE BY THE END OF MARCH, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE THAT THEY ARE IN CLASSES OF THEIR CHOICE

CLIENT POPULATION All middle school students

CRITERIA TO SELECT CLIENTS Membership in the middle school

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students entering class of their choice

EXPECTED INPUT LEVEL OF CLIENTS 70%

CONSTRAINTS
1. Schedule conflicts
2. Students making request for changes after deadline dates
3. Class size
4. Personality conflicts
5. Parent/teacher recommendations

PROGRAM ACTIVITIES
1. Notify students of deadline dates
2. Inform students how to initiate change
3. Improve decision-making of initial programs
4. Follow through on change requests

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION Counselor analysis of item on survey form

SAMPLING 35% random sample

SOURCE OF DATA (INSTRUMENT)

a) Are the classes you are now taking ones which you chose yourself? (yes, no)
b) Do you feel that the courses you are now taking are appropriate for you? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA %age of response in each category

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 3 Objective # 3.1, 3.2, 3.3, 3.4

OBJECTIVE DOES NOT APPLY TO THE MIDDLE SCHOOL PROGRAM

CLIENT POPULATION

CRITERIA TO SELECT CLIENTS

CHARACTERISTICS OR QUANTITY TO BE CHANGED

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS

PROGRAM ACTIVITIES

CLIENT OUTPUT LEVEL

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING

SOURCE OF DATA (INSTRUMENT)

DATE OF EVALUATION

ANALYSIS OF DATA

RESPONSIBILITY FOR DATA

H.S. ____ M.S. X E.S. ____

Goal # 3 Objective # 3.5

OBJECTIVE BY THE END OF MARCH, 85% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDCIATE ON A WRITTEN SURVEY ITEM TWO POST HIGH SCHOOL GOALS

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Membership in grades 6,7, and 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state two post high school educational goals

EXPECTED INPUT LEVEL OF CLIENTS
6th - 70%
7th - 75%
8th - 80%

CONSTRAINTS
1. Lack of understanding of aptitudes
2. Lack of career infirmation
3. Inability to express self in writing
4. Lack of experience stating personal goals
5. Student motivation to consider goals
6. Time allotted to scheduling conferences 7. Ratio

PROGRAM ACTIVITIES
1. 8th grade individual conferences
2. 6 - 8 publicize and promote use of career guidance throughout school
3. 6, 7 group meetings about career information

CLIENT OUTPUT LEVEL
6th - 80%
7th - 85%
8th - 90%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)

Can you list two goals for yourself after you complete high school? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment. Discrepancy analysis of counselor records and item analysis

RESPONSIBILITY FOR DATA Middle school counselors

H.S. ____ M.S. X ____ E.S. ____

Goal # 3 Objective # 3.6

OBJECTIVE BY THE END OF MARCH, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7, AND 8 WILL STATE ON A WRITTEN SURVEY ITEM AT LEAST ONE COURSE OF ACTION TO REACH THEIR EDUCATIONAL GOALS

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Membership in grades 6, 7 and 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Choice of a course of action to reach individual educational goals

EXPECTED INPUT LEVEL OF CLIENTS
6th - 20%
7th - 25%
8th - 30%

CONSTRAINTS
1. Students don't recognize actions leading to the goal
2. Students don't understand relation of actions and goals
3. Exposure to career educational goals

PROGRAM ACTIVITIES
1. Counseling sessions which discuss relationship between present actions and future goals
2. Support career education activities
3. Support decision-making programs

CLIENT OUTPUT LEVEL
6th - 70%
7th - 80%
8th - 90%

OBJECTIVE CRITERIA FOR EVALUATION Counselor judgment re appropriateness of action

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)
Can you write down in a sentence or two the way you plan to accomplish your educational goals?

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment. Discrepancy analysis of counselor records and item analysis

RESPONSIBILITY FOR DATA Middle school counselors

H.S.____ M.S. X E.S.____

Goal # 3 Objective # 3.7

OBJECTIVE BY THE END OF MARCH, 75% OF A RANDOM SAMPLE OF STUDENTS IN GRADE 8 WILL STATE ON A WRITTEN SURVEY ITEM THAT THEY FEEL THE SELECTED COURSE OF ACTION IS THE BEST OPTION FOR THEM AT THE TIME

CLIENT POPULATION Students in grade 8

CRITERIA TO SELECT CLIENTS Membership in grade 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will be able to state that the selected course of action is an appropriate action at that time

EXPECTED INPUT LEVEL OF CLIENTS 75%

CONSTRAINTS
1. Decision-making skills
2. Parental insistance on program
3. Time
4. Anxiety about high school which confuses student about satisfaction over program

PROGRAM ACTIVITIES
1. Individual counseling activities
2. Orientation program
3. Involvement of parents in selection process

CLIENT OUTPUT LEVEL 75%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)

8th graders only: Do you feel that the courses you have selected for next year are the best course options for you at this time? (yes, no, uncertain)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 3 Objective # 3.8, 3.9

OBJECTIVE DOES NOT APPLY TO THE MIDDLE SCHOOL PROGRAM

CLIENT POPULATION

CRITERIA TO SELECT CLIENTS

CHARACTERISTICS OR QUANTITY TO BE CHANGED

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS

PROGRAM ACTIVITIES

CLIENT OUTPUT LEVEL

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING

SOURCE OF DATA (INSTRUMENT)

DATE OF EVALUATION

ANALYSIS OF DATA

RESPONSIBILITY FOR DATA

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. ____ M.S. X E.S. ____

Goal # 4 Objective # 4.1

OBJECTIVE BY THE END OF MARCH, 75% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THERE IS AT LEAST ONE PERSON IN THE MIDDLE SCHOOL WHO CARES ABOUT HIS NEEDS

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Membership in grades 6, 7 and 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Student will indicate that at least one person in the middle school cares about his needs

EXPECTED INPUT LEVEL OF CLIENTS 75%

CONSTRAINTS

1. Student generalizing unfairly from one set of negative experiences to the whole school
2. Staff's ability to show concern for student needs

PROGRAM ACTIVITIES

1. Work with teams
2. Teacher/student conferences
3. Responsiveness to student needs
4. Student advocacy
5. Individual - group counseling
6. Support and encourage good mental health practices

CLIENT OUTPUT LEVEL 75%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING

SOURCE OF DATA (INSTRUMENT)

Do you feel that there is at least one person working in this school who really cares about you and your needs? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. ____ M.S. X E.S. ____

Goal # 4 Objective # 4/2

OBJECTIVE BY THE END OF MARCH, 50% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7, AND 8 WILL STATE ON A WRITTEN SURVEY ITEM THAT THEY FEEL THAT THE SCHOOL ENVIRONMENT SUPPORTS OPEN AND HONEST COMMUNICATIO

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Membership in grades 6, 7 and 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state that the school environment is an environment which supports open and honest communication

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS

1. Staff's communication level
2. Staff's ability to

PROGRAM ACTIVITIES

1. Model open and honest communication
2. Encourage students and staff to meet and communicate openly

CLIENT OUTPUT LEVEL 50%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)

Do you feel that the teachers, counselors and principal of your school encourage open and honest discussions of ideas and problems? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 4 Objective # 4.3

OBJECTIVE BY THE END OF MARCH 70% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE ON A WRITTEN SURBEY ITEM THAT THEY FEEL ACCEPTED AS WORTHWHILE BY MOST ADULTS IN THE SCHOOL

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Membership in grades 6, 7 and 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state that they feel accepted as worthwhile by most adults in the school

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS

1. Perception of students
2. Misunderstanding of question
3. Staff behavior and attitudes

PROGRAM ACTIVITIES

1. Model appropriate relations with students
2. Demonstrate positive feelings toward students

CLIENT OUTPUT LEVEL 70%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

H.S.____ M.S. X E.S.____

Goal # 4 Objective # 4.4

OBJECTIVE BY THE END OF MARCH 50% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY LIKE SCHOOL

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Membership in grades 6, 7 and 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state that they like school

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS

1. It is unfashionable to like school
2. Fewer boys than girls like school
3. Students often interpret partial dislike as total dislike

PROGRAM ACTIVITIES

1. Responsiveness to student needs
2. Open and caring relationship with students

CLIENT OUTPUT LEVEL 50%

OBJECTIVE CRITERIA FOR EVALUATION Counselor analysis of objective item

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Do you like the school you are now attending? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 4 Objective # 4.5

OBJECTIVE BY THE END OF MARCH, 90% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE THAT SCHOOL IS A PHYSICALLY SAFE PLACE TO BE

CLIENT POPULATION All middle school students

CRITERIA TO SELECT CLIENTS Membership in the middle school

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state that school is a safe place for them

EXPECTED INPUT LEVEL OF CLIENTS 65%

CONSTRAINTS
1. Many interpretations to "safe"
2. Failure in school
3. Harassment by peers
4. Emotional problems
5. Peer problems
6. Prior dislike of school

PROGRAM ACTIVITIES
1. Responsiveness to student needs
2. Support and encouragement of good mental health practices

CLIENT OUTPUT LEVEL 65%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)

Do you feel that you are safe in school? That is, do you believe that the staff will insure that other children won't pick on you or hurt you? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of interview data to yield %age of responses by grade, sex

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 5 Objective # 5.1

OBJECTIVE BY THE END OF MARCH, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE SELF KNOWLEDGE BY LISTING AT LEAST THREE OF THEIR ACHIEVEMENTS ON A WRITTEN SURVEY ITEM

CLIENT POPULATION All middle school students

CRITERIA TO SELECT CLIENTS Membership in the middle school

CHARACTERISTICS OR QUANTITY TO BE CHANGED Student will indicate self knowledge by indicating 3 achievements

EXPECTED INPUT LEVEL OF CLIENTS 80%

CONSTRAINTS
1. Students not understanding question and motivation
2. Poor ability to express self in writing
3. Reading competence

PROGRAM ACTIVITIES 1. Explaining "achievement"

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)

What are three of your achievements or things you have done of which you are proud?

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 5 Objective # 5.2

OBJECTIVE BY THE END OF MARCH, 70% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE ON A WRITTEN SURVEY ITEM SELF KNOWLEDGE BY LISTING AT LEAST THREE OF THEIR APTITUDES

CLIENT POPULATION All middle school students

CRITERIA TO SELECT CLIENTS Membership in the middle school

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate at least three of their aptitudes

EXPECTED INPUT LEVEL OF CLIENTS 70%

CONSTRAINTS
1. Negative self concept
2. Poor understanding of personal aptitudes
3. Not understanding the term "aptitude"
4. Little experience listing aptitudes

PROGRAM ACTIVITIES
1. Guidance and counseling which focuses on personal aptitudes

CLIENT OUTPUT LEVEL 70%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)

Aptitudes are best described as abilities or things which we can do well. What are three things you feel you can do well?

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 5 Objective # 5.3

OBJECTIVE BY THE END OF MARCH, 90% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE ON A WRITTEN SURVEY ITEM SELF KNOWLEDGE BY LISTING AT LEAST THREE OF THEIR INTERESTS

CLIENT POPULATION All middle school students

CRITERIA TO SELECT CLIENTS Membership in the middle school

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will list at least three of their personal interests

EXPECTED INPUT LEVEL OF CLIENTS 90%

CONSTRAINTS

1. Students would list general category that would cover many interests
2. Little prior experience listing personal interests

PROGRAM ACTIVITIES

1. Encouragement and support of school and community programs which encourage the development of personal interests

CLIENT OUTPUT LEVEL 90%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)

Interests are described as those things we enjoy doing. Can you name three things which are of interest to you?

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 5 Objective # 5.4

OBJECTIVE BY THE END OF MARCH, 50% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE ON A WRITTEN SURVEY ITEM TWO LONG TERM PERSONAL GOALS BASED ON SELF KNOWLEDGE OF ACHIEVEMENTS, APTITUDES AND INTERESTS

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Membership in grades 6, 7 and 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate two long term personal goals based upon self knowledge of achievements, aptitudes and interests

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS

1. Lack of experience dealing with life goals
2. Present orientedness of middle school population

PROGRAM ACTIVITIES

1. Discussion of long term goals with students
2. Support and encouragement of decision-making, valueing and goal setting programs

CLIENT OUTPUT LEVEL 50%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)

Based on what you know about yourself, and the things you are interested in and can do well, can you write down two of your goals for yourself after you graduate from high school?

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 5 Objective # 5.5

OBJECTIVE BY THE END OF MARCH, 50% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE ON A WRITTEN SURVEY ITEM TWO SHORT TERM PERSONAL GOALS BASED ON SELF KNOWLEDGE OF ACHIEVEMENTS, APTITUDES AND INTERESTS

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Membership in grades 6, 7 and 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate two short term personal goals based upon self knowledge of achievements, aptitudes and interests

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS
1. Lack of experience dealing with life goals
2. Present orientedness of middle school population

PROGRAM ACTIVITIES
1. Discussion of short term goals with students
2. Support and encouragement of decision-making, valueing and goal setting programs

CLIENT OUTPUT LEVEL 50%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)

Based on what you know about yourself, and the things you are interested in and can do well, can you write down two of your goals for yourself in the next couple of years?

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 5 Objective # 5.6

OBJECTIVE BY THE END OF MARCH, 40% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE ON A WRITTEN SURVEY ITEM TWO LONG TERM CAREER GOALS BASED UPON ACHIEVEMENTS, APTITUDES AND INTERESTS

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Membership in grades 6, 7 and 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Ability to state two long range career goals based on what student knows about his interests, achievements and aptitudes

EXPECTED INPUT LEVEL OF CLIENTS 6th and 7th - 33%
8th - 50%

CONSTRAINTS
1. Difficulty in linking interests, achievements and aptitudes to career goals
2. Proximity to necessity of decision-making time
3. Lack of career information

PROGRAM ACTIVITIES
1. Support career education
2. Make career materials available
3. Individual counseling
4. Some interest and aptitude testing

CLIENT OUTPUT LEVEL 6th and 7th - 40%
8th - 60%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)
Again, consider yourself and your abilities now. Can you list two of your long-term career goals?

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. ____ M.S. X E.S. ____

Goal # 5 Objective # 5.7

OBJECTIVE BY THE END OF MARCH, 40% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE ON A WRITTEN SURVEY ITEM TWO SHORT TERM CAREER GOALS BASED UPON ACHIEVEMENTS, APTITUDES AND INTERESTS

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Membership in grades 6, 7 and 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Ability to state two short range career goals based on what student knows about his achievements, aptitudes and interests

EXPECTED INPUT LEVEL OF CLIENTS 6th and 7th - 33%
8th - 50%

CONSTRAINTS
1. Difficulty in linking interests, achievements, and aptitudes to career goals
2. Proximity to necessity of decision-making time
3. Lack of career information

PROGRAM ACTIVITIES
1. Support career education
2. Make career materials available
3. Individual counseling
4. Some interest and aptitude testing

CLIENT OUTPUT LEVEL 6th and 7th - 40%
8th - 60%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25% random sampling

SOURCE OF DATA (INSTRUMENT)

What are your short-term career goals?

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. ____ M.S. X E.S. ____

Goal # 6 Objective # 6.1

OBJECTIVE BY THE END OF MARCH, 50% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE ON A WRITTEN SURVEY ITEM THREE CRITICAL FACTS CONCERNING THE CAREER(S) OF THEIR CHOICE

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Membership in grades 6, 7 and 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will list three critical facts concerning the career(s) of his choice

EXPECTED INPUT LEVEL OF CLIENTS
6th - 10%
7th - 20%
8th - 40%

CONSTRAINTS
1. Lack of previous thought about careers
2. What is considered sritical fact
3. Lack of previous career education program
4. Level of maturity

PROGRAM ACTIVITIES
1. Support career education program
2. Make career education available

CLIENT OUTPUT LEVEL
6th - 25%
7th - 50%
8th - 65%

OBJECTIVE CRITERIA FOR EVALUATION Judgment of accuracy of critical facts

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Each of us thinks of the job we would eventually like to have. Can you list three things which are important about yhe job you would like to have in the future?

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

[illegible] Evaluation Project
[illegible] Public Schools
Suffield, Connecticut 06078

H.S. ____ M.S. X E.S. ____

Goal # 6 Objective # 6.2

OBJECTIVE BY THE END OF MARCH, 70% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY HAVE SHARED INFORMATION ABOUT THEIR CAREER CHOICE WITH THEIR PARENTS

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Membership in grades 6, 7 and 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Student will indicate that he has shared information about his career choice with parents

EXPECTED INPUT LEVEL OF CLIENTS
6th - 50%
7th - 60%
8th - 70%

CONSTRAINTS
1. Lack of parents
2. Lack of career choice
3. Lack of exposure to career materials and programs
4. Lack of communication with parents

PROGRAM ACTIVITIES
1. Support career education programs
2. Facilitate student/parent communication where possible
3. Make parents aware the students are exposed to career materials
4. Make career education information available

CLIENT OUTPUT LEVEL
6th - 60%
7th - 70%
8th - 80%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Have you talked with your parents about the job or jobs you might like when you finish school? (yes, no)

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S.____ E.S. X

Goal # 6 Objective # 6.3

OBJECTIVE DOES NOT APPLY TO MIDDLE SCHOOL PROGRAM

CLIENT POPULATION

CRITERIA TO SELECT CLIENTS

CHARACTERISTICS OR QUANTITY TO BE CHANGED

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS

PROGRAM ACTIVITIES

CLIENT OUTPUT LEVEL

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING

SOURCE OF DATA (INSTRUMENT)

DATE OF EVALUATION

ANALYSIS OF DATA

RESPONSIBILITY FOR DATA

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. ____ M.S. X E.S. ____

Goal # 6 Objective # 6.4

OBJECTIVE BY THE END OF MARCH, 60% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL LIST THREE AVAILABLE JOBS OF INTEREST IN THE SUFFIELD AREA

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Membership in grades 6, 7 and 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate in writing a knowledge of job opportunities in the Suffield area by listing three available jobs of interest

EXPECTED INPUT LEVEL OF CLIENTS
6th - 30%
7th - 50%
8th - 70%

CONSTRAINTS
1. No jobs available in area of interest
2. Lack of familiarity with staff
3. Lack of career education program.
4. Age under 14 and 16
5. Lack of prior work experience
6. Apartment living
7. Parents discourage work of students

CLIENT OUTPUT LEVEL
1. Support career education program
2. Publicize job notices

CLIENT OUTPUT LEVEL
6th - 40%
7th - 60%
8th - 80%

OBJECTIVE CRITERIA FOR EVALUATION Counselor judgment of accuracy of response

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)
Can you list three jobs which are available in the Suffield area and are of interest to you?

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

H.S.____ M.S.__X__ E.S.____

Goal #__6__ Objective #__6.5__

OBJECTIVE DOES NOT APPLY TO MIDDLE SCHOOL PROGRAM

CLIENT POPULATION

CRITERIA TO SELECT CLIENTS

CHARACTERISTICS OR QUANTITY TO BE CHANGED

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS

PROGRAM ACTIVITIES

CLIENT OUTPUT LEVEL

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING

SOURCE OF DATA (INSTRUMENT)

DATE OF EVALUATION

ANALYSIS OF DATA

RESPONSIBILITY FOR DATA

H.S.____ M.S. X E.S.____

Goal # 6 Objective # 6.6

OBJECTIVE BY THE END OF MARCH, 50% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL STATE ON A WRITTEN SURVEY THAT THEY HAVE TAKEN CAREER EDUCATION LITERATURE HOME FOR DISCUSSION WITH THEIR PARENTS

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Membership in grades 6, 7 and 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Each student will state in writing that he take home career education literature for discussion with parents

EXPECTED INPUT LEVEL OF CLIENTS
6th - 0%
7th - 0%
8th - 50%

CONSTRAINTS
1. Lack of career education literature
2. Lack of child/parent communication
3. Reticance to lend material to some students
4. Children not being aware when they are bringing carrer material home
5. Lack of interest in career education at this level

PROGRAM ACTIVITIES
1. Support career education programs
2. Funding for career education materials
3. Publicizing availability of materials
4. Telling parents that children bring home career education material

CLIENT OUTPUT LEVEL
6th - 30%
7th - 40%
8th - 80%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Have you taken any written information about jobs home to discuss with your parents? (yes, no)

TIME OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S.____ M.S. X E.S.____

Goal # 6 Objective # 6.7

OBJECTIVE BY THE END OF MARCH, 50% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 6, 7 AND 8 WILL SELECT AN OCCUPATION AND DESCRIBE ON A WRITTEN SURVEY ITEM ITS SOCIAL IMPORTANCE

CLIENT POPULATION All students in grades 6, 7 and 8

CRITERIA TO SELECT CLIENTS Membership in grades 6, 7 and 8

CHARACTERISTICS OR QUANTITY TO BE CHANGED Student will select an occupation and describe in writing the social importance of occupation chosen by the student

EXPECTED INPUT LEVEL OF CLIENTS
6th - 30%
7th - 40%
8th - 50%

CONSTRAINTS
1. Poor understanding of concept
2. Little thinking of the social impact of occupations
3. Occupation has no social importance
4. Social stigma attached to choosing occupation

PROGRAM ACTIVITIES
1. Individual and small group counseling
2. Explain concept of social importance

CLIENT OUTPUT LEVEL
6th - 40%
7th - 50%
8th - 60%

OBJECTIVE CRITERIA FOR EVALUATION Counselor judgment of accuracy of response

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Concerning a job you think you might like after you finish school, can you write down why you feel this is an important job to our society?

DATE OF EVALUATION End of March

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA Middle school counselors

[illegible] Evaluation Project
[illegible] Public Schools
Suffield, Connecticut 06078

H.S. ____ M.S. X E.S. ____

Goal # 6 Objective # 6.8

OBJECTIVE DOES NOT APPLY TO MIDDLE SCHOOL PROGRAM

CLIENT POPULATION

CRITERIA TO SELECT CLIENTS

CHARACTERISTICS OR QUANTITY TO BE CHANGED

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS

PROGRAM ACTIVITIES

CLIENT OUTPUT LEVEL

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING

SOURCE OF DATA (INSTRUMENT)

DATE OF EVALUATION

ANALYSIS OF DATA

RESPONSIBILITY FOR DATA

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 1 Objective # 1.1

OBJECTIVE BY THE END OF NOVEMBER, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM HOW TO REQUEST GUIDANCE SERVICES.

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Membership in the high school

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate how to request guidance services

EXPECTED INPUT LEVEL OF CLIENTS
0% - 9th graders and new students
80% - 10th through 12th graders

CONSTRAINTS
1. Students missing orientation program
2. Students lacking previous experience in requesting guidance services
3. Student/counselor ratio
4. Limited student availability (absenteeism, individualized programs, open campus)

PROGRAM ACTIVITIES Inform students of the procedures for requesting guidance services through:
- a) the student handbook
- b) course selection guide
- c) 9th grade orientation program
- d) orientation interviews with all new counselees

CLIENT OUTPUT LEVEL
80% of all students surveyed will complete the task successfully

OBJECTIVE CRITERIA FOR EVALUATION
Accurate statement of how to request guidance services as judged by the counselor

SAMPLING 25% random sample of all high school students

SOURCE OF DATA (INSTRUMENT)
If you felt the need for help from a guidance counselor, how would you go about asking for it?

[illegible] End of November

ANALYSIS OF DATA Analysis of 100% of surveys to yield 100% of correct responses

RESPONSIBILITY FOR DATA High school counselors

Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 1 Objective # 1.2

OBJECTIVE BY THE END OF NOVEMBER, 80% OF A RANDOM SAMPLE OF HIGH SCHOOL STUDENTS WILL INDICATE ON A WRITTEN SURVEY THE NAME OF THEIR COUNSELOR.

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Membership in the high school

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will correctly identify their counselor's name

EXPECTED INPUT LEVEL OF CLIENTS
80% - 9th grade
50% - 10th through 12th grades

CONSTRAINTS
1. All students change counselors between 9th and 10th grade
2. High school student/counselor ratio
3. Limited student availability
4. Personal turnover

PROGRAM ACTIVITIES
1. Intake tnterviews for all new counselees (transfers and 10th graders)
2. 10th, 11th, 12th grade counselors will schedule 9th graders for 10th grade program
3. Individual and small group orientation to guidance staff

CLIENT OUTPUT LEVEL

80%

OBJECTIVE CRITERIA FOR EVALUATION Accurate statement of counselor's name as indicated by counselor student lists

SAMPLING 25% random sampling

SOURCE OF DATA (INSTRUMENT)

What is the name of your guidance counselor?

DATE OF EVALUATION End of November

ANALYSIS OF DATA Analysis of 100% of surveys to yield %age of correct responses by grade and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

Cu[illegible] Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 1 Objective # 1.3

OBJECTIVE BY THE END OF NOVEMBER AND MAY, 80% OF A RANDOM SAMPLE OF HIGH SCHOOL STUDENTS WHO INDICATE THAT THEY HAVE REQUESTED GUIDANCE SERVICES WILL INDICATE ON A WRITTEN WURVEY ITEM THAT THEY RECEIVED A RESPONSE TO THEIR REQUEST WITHIN TWO SCHOOL DAYS

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Membership in the high school

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students who have requested guidance services will indicate that they were responded to within two school days

EXPECTED INPUT LEVEL OF CLIENTS 80%

CONSTRAINTS
1. Lack of student knowledge of procedure to request service
2. Seasonal demand of counselor
3. Counselor/student ratio
4. 8 - 9 grade counselor not available five days a week
5. Student/counselor absence and/or unavailability
6. Unrecognized student request or counselor response

PROGRAM ACTIVITIES
1. Institute an efficient sign up procedure and follow through
2. Establish clerical procedure by which students are notified of counselor availability
3. Keep records of student requests and counselor responses

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records of student sign-up and counselor responses

SAMPLING All students responding to survey who have requested counseling services. N must equal at least 10% of total population

SOURCE OF DATA (INSTRUMENT)

If you requested assistance from your guidance counselor during the past year, did you receive the assistance or hear from a counselor within 24 hours of your request?
(yes, no, I did not request assistance)

DATE OF EVALUATION End of November

ANALYSIS OF DATA Analysis of 100% of completed surveys to yield a %age of responses by grade and counselor assignment. Analysis of discrepancy between survey data and counselor records

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 1 Objective # 1.4

OBJECTIVE BY THE END OF MAY, 80% OF ALL STUDENTS REQUESTING EMERGENCY SERVICE FROM GUIDANCE WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY RECEIVED THESE SERVICES IMMEDIATELY

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Students who have requested emergency services from guidance

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students who request emergency service will indicate that they received it immediately

EXPECTED INPUT LEVEL OF CLIENTS 60%

CONSTRAINTS
1. Counselor availability to be notified of emergency
2. Referral system to guidance
3. Conflicting definitions of "emergency"

PROGRAM ACTIVITIES
1. Availability
2. Orientation to students
3. Handbook notices about what constitutes an "emergency"

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records of recognized emergencies and counselor responses

SAMPLING 100% of all students requesting emergency services

SOURCE OF DATA (INSTRUMENT)

During the year, you needed assistance from the guidance staff. Did you get that assistance immediately? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Analysis of all completed items to yield %age of respnses by grade and counselor assignment. Comparison of counselor records and survey analysis

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 1 Objective # 1.5

OBJECTIVE BY THE END OF MAY, 95% OF ALL HIGH SCHOOL STUDENTS WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY MET WITH THEIR COUNSELOR EITHER INDIVIDUALLY OR IN A GROUP

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Membership in the high school

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate that they met individually or in groups with their counselor

EXPECTED INPUT LEVEL OF CLIENTS 90%

CONSTRAINTS
1. Student absences
2. Schedule conflict
3. Time
4. Student reluctance to keep appointments

PROGRAM ACTIVITIES
1. Scheduled individual and small group meetings for all students

CLIENT OUTPUT LEVEL 95%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25% random sampling

SOURCE OF DATA (INSTRUMENT)
a) During the school year, have you met individually or in a group with your counselor? (yes, no)
b) If no, did you miss a scheduled appointment with your counselor because of your absence or a class conflict? (yes, no)

DATE OF EVALUATION May

ANALYSIS OF DATA Computer analysis of all responses to yield %age of responses by grade and counselor assignment. Discrepancy analysis between counselor records and student responses

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 1 Objective # 1.6

OBJECTIVE BY THE END OF NOVEMBER, 90% OF ALL RANDOMLY SELECTED SENIORS WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY HAVE INDIVIDUALL OR IN SMALL GROUPS DISCUSSED THEIR POST-HIGH SCHOOL PLANS WITH THEIR COUNSELOR

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Membership in senior class

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate that they have discussed their post high school plans with their counselor

EXPECTED INPUT LEVEL OF CLIENTS 20%

CONSTRAINTS
1. Counselor/student ratio
2. Student availability

PROGRAM ACTIVITIES
1. Small group and individual interviews with members of the senior class to discuss post high school plans

CLIENT OUTPUT LEVEL 90%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25% random sampling

SOURCE OF DATA (INSTRUMENT)

Seniors only: Have you met with your counselor, either individually or in a small group to discuss your plans for the future? (yes, no)

[illegible] End of November

ANALYSIS OF DATA Computer analysis of all items to yield a %age of responses by grade and counselor assignment. Analysis of discrepancy between counselor data and student responses

RESPONSIBILITY FOR DATA High school counselors

H.S. X M.S. ____ E.S. ____

Goal # 1 Objective # 1.7

OBJECTIVE BY THE END OF MAY, 98% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9, 10 AND 11 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY REVIEWED THEIR PRESENT EDUCATIONAL PROGRAM IN LIGHT OF THEIR EDUCATIONAL PLANS

CLIENT POPULATION All students in grades 9 - 11

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 11

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate that they have reviewed their present educational program in light of their educational plans

EXPECTED INPUT LEVEL OF CLIENTS 95%

CONSTRAINTS
1. Unavailability of counselor and/or student
2. Counselor/student ratio
3. Misunderstanding of survey item

PROGRAM ACTIVITIES Make students aware of the procedure they are going through during educational planning counseling

CLIENT OUTPUT LEVEL 98%

OBJECTIVE CRITERIA FOR EVALUATION Counseling records of counseling sessions

SAMPLING 25% random sample of all 9th, 10th and 11th grade students

SOURCE OF DATA (INSTRUMENT)

Has your counselor helped you to understand how the courses you take now affect your future educational plans? (yes, no)

[illegible] End of May

ANALYSIS OF DATA Computer analysis os responses to yield %age of responses by grade and counselor assignment. Analysis of discrepancy between counselor records and student responses

RESPONSIBILITY FOR DATA High school counselors

H.S. X M.S. ____ E.S. ____

Goal # 1 Objective # 1.8

OBJECTIVE BY THE END OF MAY, 98% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 11 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY REVIEWED THEIR PRESENT EDUCATIONAL PROGRAM IN LIGHT OF THEIR VOCATIONAL CAREER PLANS

CLIENT POPULATION All students in grades 9 - 11

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 11

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate that they have reviewed their present educational program in light of their vocational or career plans

EXPECTED INPUT LEVEL OF CLIENTS 95%

CONSTRAINTS
1. Unavailability of counselor and/or student
2. Counselor/student ratio
3. Misunderstanding of survey item

PROGRAM ACTIVITIES Make students aware of the procedure they are going through during vocational or career planning counseling

CLIENT OUTPUT LEVEL 98%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records of counseling sessions

SAMPLING 25% random sample of all 9th, 10th and 11th grade students

SOURCE OF DATA (INSTRUMENT)

Has your counselor helped you understand how your educational preparation can affect your future work and career goals? (yes, no)

[illegible] End of May

ANALYSIS OF DATA Computer analysis of responses to yield %age of responses by grade and counselor assignment. Analysis of discrepancy between counselor records and student responses

RESPONSIBILITY FOR DATA High school counselors

[illegible] Evaluation Project
[illegible] Schools
[illegible], Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 1 Objective # 1.9

OBJECTIVE BY THE END OF MAY, 80% OF A RANDOM SAMPLE OF HIGH SCHOOL STUDENTS WHO HAVE RECEIVED COUNSELING SERVICES WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY WERE SATISFIED WITH THE COUNSELING SERVICES

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS High school students who have been counseled

CHARACTERISTICS OR QUANTITY TO BE CHANGED Counselee will indicate satisfaction with counseling services

EXPECTED INPUT LEVEL OF CLIENTS 60%

CONSTRAINTS
1. Students not being available
2. Split counselor
3. Student/counselor ratio
4. Student didn't accept decision
5. Student didn't realize he was serviced

PROGRAM ACTIVITIES
1. Effective counseling practices
2. Program evaluation
3. Explanation of services
4. Clear statement of restraint on counseling services
5. Requesting feedback on student satisfaction at end of counseling

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)

If you received counseling from your counselor or the guidance department this year, were you satisfied with the counseling you received? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of responses to yield a %age of responses by grade and counselor assignment. Discrepancy analysis between counselor records and student responses

RESPONSIBILITY FOR DATA High school counselors

H.S. X M.S. ____ E.S. ____

Goal # 2 Objective # 2.1

OBJECTIVE BY THE END OF MAY, 75% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY HAD A PROBLEM DURING THE SCHOOL YEAR WITH WHICH THEIR COUNSELOR COULD HAVE HELPED THEM

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students who state that they had a problem with which their counselor could have helped them

EXPECTED INPUT LEVEL OF CLIENTS 0

CONSTRAINTS

1. Ability to recall previous problems
2. Not clear understanding of counselee's role

PROGRAM ACTIVITIES

1. Clarify counselor role

CLIENT OUTPUT LEVEL 75%

OBJECTIVE CRITERIA FOR EVALUATION Student responses

SAMPLING 25% random sampling

SOURCE OF DATA (INSTRUMENT)

During the past year have you had a problem or needed assistance that a guidance counselor could have provided you help through written or verbal information? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of student responses to yield %age by grade and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

16078

H.S. X M.S. ____ E.S. ____

Goal # 2 Objective # 2.2

OBJECTIVE BY THE END OF MAY, 50% OF A RANDOM SAMPLE OF STUDENTS IN GRADES GRADES 9 - 12 WHO INDICATE THAT THEY HAD A PROBLEM THAT COULD HAVE BEEN HELPED BY THE COUNSELOR WILL STATE ON A WRITTEN SURVEY ITEM THAT THEY REQUESTED EITHER WRITTEN OR VERBAL INFORMATION FROM THE COUNSELOR

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS All students stating that they had a problem that could have been helped by the counselor

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students asking for infromation from the counselor to help their problem

EXPECTED INPUT LEVEL OF CLIENTS 0

CONSTRAINTS
1. Ability to recall previous problems
2. Not clear understanding of counselor's role

PROGRAM ACTIVITIES 1. Clarify counselor role

CLIENT OUTPUT LEVEL 75%

OBJECTIVE CRITERIA FOR EVALUATION Student responses

SAMPLING 25% random sampling

SOURCE OF DATA (INSTRUMENT)

If you answered yes to the previous question, did you ask your guidance counselor for the needed information? (yes, no)

TIME OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of responses to yield %age of responses by grade and counselor

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
[illegible]
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 2 Objective # 2.3

OBJECTIVE BY THE END OF MAY, 60% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WHO INDICATE THAT THEY HAD A PROBLEM THAT COULD HAVE BEEN HELPED BY THEIR COUNSELOR WILL STATE ON A WRITTEN SURVEY ITEM THAT THEY REQUESTED COUNSELING SERVICES

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate that those who have had problems requested counseling of their counselors

EXPECTED INPUT LEVEL OF CLIENTS
10% of grade 9 with a problem
5% of grade 10 " " "
20% of grade 11 " " "
40% of grade 12 " " "

CONSTRAINTS
1. Knowledge of how to request counseling
2. Counselor/student ratio
3. Unavailability of counselor
4. Hesitancy of student

PROGRAM ACTIVITIES
1. Inform students of services when doing coures selections
2. Establish trust relationship with students

CLIENT OUTPUT LEVEL 60%

OBJECTIVE CRITERIA FOR EVALUATION Counselor scoring of evaluation form

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)
a) Did you have a problem during the year for which you felt the need for counseling? (yes, no)
b) If you answered yes to the above question, did you request counseling? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of survey item to yield %age of responses by grade and counselor

RESPONSIBILITY FOR DATA High school counselors

[illegible] Project
[illegible] Schools
[illegible], Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 2 Objective # 2.4

OBJECTIVE BY THE END OF MAY, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WHO HAVE REQUESTED SERVICES WILL STATE ON A WRITTEN SURVEY ITEM THAT THEY STATED THEIR PROBLEM TO THE COUNSELOR

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Student who have requested counseling services

CHARACTERISTICS OR QUANTITY TO BE CHANGED Student will state his problem to the counselor

EXPECTED INPUT LEVEL OF CLIENTS 60%

CONSTRAINTS

1. Students choose not to bring problem to counselor
2. Questionable confidence in counselor
3. Counselor/student ratio
4. Limited verbal expression skills
5. Students having difficulty with expression of emotion
6. Student chooses to deal with problem with someone else

PROGRAM ACTIVITIES

1. Be available to students
2. Help student formulate definition of problem
3. build trust
4. Encourage and support decision-making programs

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION Counselor analysis of data

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)

During your counseling sessions were you able to tell the counselor the exact nature of the problem you had? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of itme responses to yield %age of student responses by grade and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

[illegible] Evaluation Project
Public School
[illegible], Connecticut 06078

H.S. X M.S. ___ E.S. ___

Goal # 2 Objective # 2.5

OBJECTIVE BY THE END OF MAY, 75% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WHO HAVE REQUESTED COUNSELING SERVICES WILL STATE ON A WRITTEN SURVEY ITEM THAT THEY DEFINED THEIR PROBLEM

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Student with a problem will be able to define problem

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS
1. Hesitance or embarrassment over discussing problem with an adult
2. Inaccessibility of counselor
3. Level of communication skills
4. Difficulty expressing emotional problems

PROGRAM ACTIVITIES
1. Encourage and support human ralations or value clarification training
2. Statement in handbook on availability of counselors

CLIENT OUTPUT LEVEL 75%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)
a) Did your counseling sessions help you define and understand your problem more clearly? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of item responses to yield %age of responses by grade and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

H.S. X M.S. ____ E.S. ____

Goal # 2 Objective # 2.6

OBJECTIVE BY THE END OF MAY, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WHO HAVE DISCUSSED A PROBLEM WITH THEIR COUNSELOR WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY SELECTED A COURSE OF ACTION TO FOLLOW FROM THE ALTERNATIVE ACTIONS

CLIENT POPULATION All students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will acknowledge they have selected a course of action from alternatives they identified

EXPECTED INPUT LEVEL OF CLIENTS 0

CONSTRAINTS

1. Time
2. Student/counselor ratio
3. Students reluctance to act on decision
4. Poor understanding of alternatives

PROGRAM ACTIVITIES

1. Written statement initiated by counselor at end of counseling indicating alternatives and chosen route

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)

During your counseling session, did you and the counselor discuss alternative strategies to solving your problem and did you select one of the alternatives to attempt to solve your problem? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of survey items to yield %age of responses by grade and counselor assignment. Discrepancy analysis of counselor records and survey response

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
[illegible] Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 2 Objective # 2.7

OBJECTIVE BY THE END OF MAY, 60% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WHO HAVE RECEIVED COUNSELING SERVICES AND HAVE SELECTED A COURSE OF ACTION WILL INDICATE ON A WRITTEN SURVEY ITEM AT LEAST ONE REASON WHY THEY ARE SATISFIED WITH THEIR DECISION

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Students who have received counseling services and selected a course of action

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will express that they are satisfied with the decision made as a result of counseling

EXPECTED INPUT LEVEL OF CLIENTS 40%

CONSTRAINTS
1. Rules of school
2. Constraints of reality
3. Student not fully in control of decisions

PROGRAM ACTIVITIES
1. Counselor make student aware of outcomes of alternative behavior
2. Counselor helping student to make decisions
3. Counselor helping student gather pertinent information by referring to other sources or assistance

CLIENT OUTPUT LEVEL 60%

OBJECTIVE CRITERIA FOR EVALUATION Counselor analysis of objective task

SAMPLING 25% random sample

SOURCE OF DATA (INSTRUMENT)

Can you indicate one reason why you are happy with the solution you selected for your problem?

DATE OF EVALUATION May

ANALYSIS OF DATA Computer analysis of data to yield %age of responses by grade and counselor assignment. Discrepancy analysis between counselor records and student responses

RESPONSIBILITY FOR DATA High school counselors

[illegible] Guidance Project
[illegible] Schools
[illegible], Connecticut [illegible]

H.S. X M.S. ____ E.S. ____

Goal # 2 Objective # 2.8

OBJECTIVE BY THE END OF MAY, 75% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WHO HAVE BEEN PART OF A PARENT CONFERENCE WILL STATE ON A WRITTEN SURVEY ITEM THAT AS A RESULT OF A PARENT-COUNSELOR CONSULTATION REGARDING HIS PERSONAL, FAMILY OR ACADEMIC PROBLEMS, HE EXPERIENCED A POSITIVE FEELING ABOUT HIMSELF AND AN INCREASED ABILITY TO DEAL WITH THE PROBLEM

CLIENT POPULATION All high school students

CRITERIA TO SELECT STUDENTS Students who had parents meet with ther counselor

CHARACTERISTICS OR QUANTITY TO BE CHANGED Student with porblems of a personal, family or academic nature will be able to express positive feelings about himself and his ability to deal with his problem

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS
1. Difficulty in setting up a parent/counselor consultation
2. Parent reluctance in discussing problem with "outsider"
3. General adolescent feelings of inferiority and incompetence
4. Generation gap--the counselor is in the middle

PROGRAM ACTIVITIES
1. Newsletter to parents offering our services
2. General PR
3. Appearance of guidance staff at college nights, etc.
4. Be meticulous in honoring confidentiality
5. Try to be available to parents at their convenience
6. Follow up procedures asking students how they were effected by the conference

CLIENT OUTPUT LEVEL 75%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

During this school year, your parents and counselor had a conference regarding you and the problem you were having. Do you feel better about yourself and your ability to solve the problem as a result of this conference? (yes, no)

DATE OF EVALUATION May

ANALYSIS OF DATA Computer analysis of data yielding %age of responses by grade and counselor assignment. Discrepancy analysis of counselor data and student responses

RESPONSIBILITY FOR DATA High school counselors

H.S. X M.S. ____ E.S. ____

Goal # 2 Objective # 2.9

OBJECTIVE BY THE END OF MAY, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WHO HAVE HAD AN ACADEMIC PROBLEM AND INDICATED SO TO THEIR COUNSELOR WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THE SITUATION IN THE CLASSROOM HAS IMPROVED AS A RESULT OF TEACHER/ COUNSELOR CONSULTATION

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Students who have had an academic problem discussed by their counselor and involved teacher(s)

CHARACTERISTICS OR QUANTITY TO BE CHANGED Acknowledgement that an academic problem a student had will be improved as a result of counselor/ teacher consultation

EXPECTED INPUT LEVEL OF CLIENTS 0

CONSTRAINTS
1. Teacher, counselor, student unavailability
2. Students' acceptance of the solution
3. Counselor/student ratio

PROGRAM ACTIVITIES
1. Meet with students and teachers to work out conflicts
2. Follow up to ask how counselor/teacher meeting effected students

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)
If your counselor met with your teacher(s) to discuss an academic problem you were having, has the situation improved as a result of that conference? (yes, no, uncertain)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of survey items to yield %age of responses by grade and counselor assignment. Discrepancy analysis of counselor data and student responses

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 2 Objective # 2.10

OBJECTIVE BY THE END OF NOVEMBER, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE THAT THEY ARE IN THE COURSES THEY CHOSE

CLIENT POPULATION All student in the high school

CRITERIA TO SELECT CLIENTS Membership in the high school

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state that they are in the courses they selected

EXPECTED INPUT LEVEL OF CLIENTS 0

CONSTRAINTS
1. Schedule conflict
2. Lack of prerequisites
3. Course not offered
4. Conflict with part. teacher
5. Parent input into conflict (control)
6. Class size
7. School rules
8. College and career requirement

PROGRAM ACTIVITIES
1. Facilitate teacher and student communication
2. Act as child advocate
3. Work with school administrators
4. Meet with student during course selection time
5. Interpretation of records
6. Review of school record and teacher recommendations

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION Counselor analysis of objective data

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)
a) Are the courses you are now taking the ones you choose to take? (yes, no)
b) Do you feel that your courses are appropriate for you? (yes, no)

DATE OF EVALUATION November and May

ANALYSIS OF DATA Computer analysis of responses to yield %age of responses by gradem sex and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

H.S. X M.S. ____ E.S. ____

Goal # 3 Objective # 3.1

OBJECTIVE BY THE END OF MAY, 95% OF THE STUDENTS IN GRADE 11 WHO ARE PLANNING TO ATTEND POST HIGH SCHOOL EDUCATION WILL PICK UP A COLLEGE SELECTION CHECKLIST FROM THE GUIDANCE STAFF

CLIENT POPULATION All students in grade 11

CRITERIA TO SELECT CLIENTS Juniors who are planning post high school education

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students who are juniors and are planning post high school education will obtain from guidance staff a college selection checklist

EXPECTED INPUT LEVEL OF CLIENTS 0

CONSTRAINTS
1. Students not sure whether they want to go to college
2. All students not sure what grade they are in
3. Difficulties of getting information to students
4. Apathy
5. Refusal to conform to what adults think they should do

PROGRAM ACTIVITIES
1. Prepare the checklist
2. PR to tell students/ parents about it
3. Keep records of who has picked one up
4. Follow up on these

CLIENT OUTPUT LEVEL 95%

OBJECTIVE CRITERIA FOR EVALUATION Student checklist

SAMPLING

SOURCE OF DATA (INSTRUMENT)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Analysis of checked junior class list

RESPONSIBILITY FOR DATA High school counselors

H.S. X U.S. ____ E.S. ____

Goal # 3 Objective # 3.2

OBJECTIVE BY THE END OF MAY, 55% OF A RANDOM SAMPLE OF STUDENTS IN GRADE 11 WILL INDICATE ON A WRITTEN SURVEY ITEM THREE EDUCATIONAL INSTITUTIONS WHICH MEET THEIR NEEDS IN TERMS OF FOUR SPECIFIED CHARACTERISTICS

CLIENT POPULATION Students in grade 11

CRITERIA TO SELECT CLIENTS Juniors who plan to attend a post high school institution

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will be able to list 3 educational institutions which suit their needs in terms of 4 specified characteristics

EXPECTED INPUT LEVEL OF CLIENTS 5%

CONSTRAINTS

1. Students' readiness to search for schools
2. Difficulty getting college information to students

PROGRAM ACTIVITIES

1. Dissemination of college information
2. Individual and small group guidance activities

CLIENT OUTPUT LEVEL 55%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

If you are currently a junior and plan to attend college, answer this question: You have indicated that you plan to take some post-high school education. Please neame three approppritate schools or training facilities which meet your needs in terms of a) life style, b) location, c) cost (including financial aid), d) other reasons.

DATE OF EVALUATION

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment. Discrepance analysis of counselor records and item analysis

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 3 Objective # 3.3

OBJECTIVE BY THE END OF MAY, 95% OF A RANDOM SAMPLE OF STUDENTS IN GRADE 12 WILL STATE ON A WRITTEN SURVEY ITEM THAT THEY MET WITH THEIR COUNSELOR TO DISCUSS POST HIGH SCHOOL PLANS

CLIENT POPULATION All students in grade 12

CRITERIA TO SELECT CLIENTS Membership in senior class

CHARACTERISTICS OR QUANTITY TO BE CHANGED Student will discuss post high school plans with his counselor

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS
1. Schedule conflicts
2. Counselor/student ratio
3. Accurate counselor records

PROGRAM ACTIVITIES 1. Individual and small groups

CLIENT OUTPUT LEVEL

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 100%

SOURCE OF DATA (INSTRUMENT)

If you are a senior, answer this question. Have you talked with your guidance counselor regarding your post-high school plans? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment. Discrepancy analysis of counselor records and item analysis

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 3 Objective # 3.4

OBJECTIVE BY THE END OF DECEMBER, 80% OF COLLEGE BOUND SENIORS WILL INDICATE THE APPLICATION PROCESS BY REQUESTING THAT THEIR TRANSCRIPTS BY SENT TO THE COLLEGES OF THEIR CHIOCE

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Membership in senior class and intending to go to college

CHARACTERISTICS OR QUANTITY TO BE CHANGED Each college bound senior will initiate the application process

EXPECTED INPUT LEVEL OF CLIENTS 0

CONSTRAINTS
1. Not sure if going to college
2. Concern about costs of college
3. Apathy
4. Inability to make any decision
5. Lack of information about world of work and college
6. Don't do it because adults (parents) want them to
7. Don't believe it's important to do it yet. Don't accept fact they are graduating

PROGRAM ACTIVITIES
1. Talk with each senior about post high school plans; with college bound ones, about college applications. Keep them moving on it
2. Follow up

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION Tally of requests for transcripts

SAMPLING List of members of senior class

SOURCE OF DATA (INSTRUMENT)
a) Are you planning to attend college? (yes, no)
b) If yes, have you requested that your high school transcript be forwarded to the college of your choice? (yes, no)

DATE OF EVALUATION January 1

ANALYSIS OF DATA Simple tally

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 3 Objective # 3.5

OBJECTIVE BY THE END OF MAY, 70% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM THEIR POST HIGH SCHOOL GOALS

CLIENT POPULATION Students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will be able to state their post high school goals

EXPECTED INPUT LEVEL OF CLIENTS
9th - 25%
10th - 40%
11th - 60%
12th - 80%

CONSTRAINTS
1. Little experience stating goals
2. Lack of knowledge about option
3. Finances
4. Immaturity
5. Family mobility or lack of it

PROGRAM ACTIVITIES
1. Individual and group counseling
2. Career education program
3. Formal aptitude and intelligence tests

CLIENT OUTPUT LEVEL
9th - 40%
10th - 60%
11th - 80%
12th - 90%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)
Can you list the educational goals you have for yourself upon completion of high school?

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment. Listing of goals

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 3 Objective # 3.6

OBJECTIVE BY THE END OF MAY, 70% OF ALL HIGH SCHOOL STUDENTS, AS MEASURED BY A 25% RANDOM SAMPLE OF THESE STUDENTS, WILL STATE IN WRITING AT LEAST ONE COURSE OF ACTION TO REACH THEIR GOALS

CLIENT POPULATION All students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state at least one course of action to reach educational goals

EXPECTED INPUT LEVEL OF CLIENTS
9th - 25%
10th - 40%
11th - 60%
12th - 80%

CONSTRAINTS
1. Little experience thinking about activities related to goals
2. Lack of adequate information

PROGRAM ACTIVITIES
1. Individual and group counseling
2. Career education
3. Support and encourage decision-making programs

CLIENT OUTPUT LEVEL
9th - 40%
10th - 60%
11th - 80%
12th - 90%

OBJECTIVE CRITERIA FOR EVALUATION Counselor judgment about the appropriateness of the course of action

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Can you write down in a sentence or two the way you plan to accomplish your educational goals?

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment. Tally of course of actions

RESPONSIBILITY FOR DATA High school counselors

H.S. X M.S. ____ E.S. ____

Goal # 3 Objective # 3.7

OBJECTIVE BY THE END OF MAY, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY DEVELOPED WITH THE HELP OF THEIR COUNSELOR A FOUR YEAR PLAN OF ACTION BASED ON THE AVAILABLE OPTIONS

CLIENT POPULATION
Students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Each year each student will state the selected course of action is the best option at the time

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS 1. Frequent change of plans

PROGRAM ACTIVITIES 1. Speak with students about long range goals and short term ways to get to long range objectives at course selection time

CLIENT OUTPUT LEVEL 80% satisfied with their course of action

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 80%

SOURCE OF DATA (INSTRUMENT)
Do you feel that your plans for next year (ie. selected courses, selected college, job plans) are the best option for you at this time? (yes, no, uncertain)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Check each entry each year for each student

RESPONSIBILITY FOR DATA High school counselors

[illegible] Evaluation Project
[illegible]
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 3 Objective # 3.8

OBJECTIVE BY THE END OF MAY, 55% OF A RANDOM SAMPLE OF ALL STUDENTS WHO HAD BEEN GRADUATED THE YEAR BEFORE WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY ARE APPROACHING THE GOAL(S) SET IN HIGH SCHOOL

CLIENT POPULATION All high school graduates

CRITERIA TO SELECT CLIENTS Students graduated the previous June

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state that they are approaching their goal(s) set in high school

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS
1. Changed addresses
2. Student reluctance to answer survey

PROGRAM ACTIVITIES 1. Formal mail and phone followup

CLIENT OUTPUT LEVEL 55%

OBJECTIVE CRITERIA FOR EVALUATION Counselor judgment of appropriateness of actions to stated goals

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Of the goals you had for yourself when you completed high school, do you feel you have attained them now or are progressing satisfactorily toward them? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Analysis of %age of students approaching goals

RESPONSIBILITY FOR DATA High school counselors

H.S. X M.S. ____ E.S. ____

Goal # 3 Objective # 3.9

OBJECTIVE BY THE END OF MAY, 90% OF ALL COUNSELED POST SECONDARY EDUCATION SENIORS WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY HAVE COMPARED ADMISSIONS REQUIREMENTS OF THEIR SELECTED INSTITUTIONS WITH THEIR SAT, ACT AND OTHER ENTRANCE TESTS AND WITH MEASURES OF THEIR ACADEMIC PERFORMANC

CLIENT POPULATION All seniors

CRITERIA TO SELECT CLIENTS Counseled post secondary education seniors

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will compare admissions requirements of selected institutions with their SAT, ACT and other endtrance tests and with measures of their academic performance

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS
1. Student interest in working with scores
2. Students who missed tests

PROGRAM ACTIVITIES 1. Individual and group counseling

CLIENT OUTPUT LEVEL 90%

OBJECTIVE CRITERIA FOR EVALUATION Counselor reocords

SAMPLING 100%

SOURCE OF DATA (INSTRUMENT)

a) Of the colleges you have selected as possible choices for your post-high school education, have you reviewed the admission requirements such as test scores and grades? (yes, no)

b) If yes, have you compared these requirements to your own scores and grades? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment. Discrepancy analysis of counselor records and item analysis

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 4 Objective # 4.1

OBJECTIVE BY THE END OF MAY, 90% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT AT LEAST ONE PERSON IN THE SCHOOL CARES ABOUT THEIR NEEDS

CLIENT POPULATION Students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Student will indicate there is in the school one person who cares for his needs

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS
1. Feelings of inferiority
2. High faculty/student ratio
3. Definition of student needs

PROGRAM ACTIVITIES Each counselor will get to know each counselor well enough to know he has someone who cares. In absence of anyone else, counselor can be it

CLIENT OUTPUT LEVEL 90%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Of all of the staff members in your school, do you feel there is at least one who really cares about you as a person and your needs? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA High School counselors

[illegible] Evaluation Project
[illegible] Public Schools
Suffield, Connecticut 06078

H.S. x M.S. ____ E.S. ____

Goal # 4 Objective # 4.2

OBJECTIVE BY THE END OF MAY, 60% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY FEEL THE SCHOOL ENVIRONMENT SUPPORTS OPEN AND HONEST COMMUNICATION

CLIENT POPULATION All students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state in writing that the school is an environment which supports open and honest communication

EXPECTED INPUT LEVEL OF CLIENTS
9th grade - 0%
10, 11, 12th grade - 50%

CONSTRAINTS
1. Limited perception of students
2. Student reacting to specific nagative situation and generalizing to whole

PROGRAM ACTIVITIES
1. Model appropriate behavior
2. Encourage open and honest communication with students and staff
3. Provide honest feedback to teachers

CLIENT OUTPUT LEVEL 60%

OBJECTIVE CRITERIA FOR EVALUATION Counselor analysis of survey item

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)
Do you feel that the staff of your school generally encourages open and honest discussion of all issues, ideas and problems? (yes, no)

[illegible] End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

H.S. X M.S. ____ E.S. ____

Goal # 4 Objective # 4.3

OBJECTIVE BY THE END OF MAY, 50% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL STATE ON A WRITTEN SURVEY ITEM THAT THEY FEEL ACCEPTED AS WORTHWHILE BY MOST ADULTS IN THE SCHOOL

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Membership in the high school

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will state that they feel accepted as worthwhile by most adults in the school

EXPECTED INPUT LEVEL OF CLIENTS

9th - 0%
10th - 20%
11th - 40%
12th - 60%

CONSTRAINTS

1. Perceptions of students
2. Poor understanding of question
3. Staff behavior and attitudes

PROGRAM ACTIVITIES

1. Model appropriate relations with students
2. Demonstrate positive feelings toward students

CLIENT OUTPUT LEVEL

9th - 20%
10th - 40%
11th - 60%
12th - 80%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Do most of the staff members you have contact with generally make you feel worthwhile and important as a person? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

H.S. X M.S. ____ E.S. ____

Goal # 4 Objective # 4.4

OBJECTIVE BY THE END OF MAY, 75% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY LIKE SCHOOL

CLIENT POPULATION Students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Student will state that he likes school

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS
1. Unpleasant experiences in school
2. Negative input from home about school
3. Negative input from peer group
4. Alternatives seem to be all good--no bad

PROGRAM ACTIVITIES
1. Try to make school better, more pleasant
2. Values clarification--compare being in school to all kinds of alternatives

CLIENT OUTPUT LEVEL 75%

OBJECTIVE CRITERIA FOR EVALUATION Students will state on questionnaire

SAMPLING Random sample of students 9 - 12

SOURCE OF DATA (INSTRUMENT)

Do you like the school you are now attending? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

H.S. X M.S. ____ E.S. ____

Goal # 4 Objective # 4.5

OBJECTIVE BY THE END OF MAY, 90% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT SCHOOL IS A PHYSICALLY SAFE PLACE TO BE

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Membership in high school

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate that school is a physically safe place to be

EXPECTED INPUT LEVEL OF CLIENTS
9th - 60%
10th - 80%
11th - 90%
12th - 95%

CONSTRAINTS
1. Supervision
2. Peer harassment
3. Outside conflicts
4. Student attitude

PROGRAM ACTIVITIES
1. Consult with administration and staff on all instances of physical abuse of students within the school
2. Counsel abused children

CLIENT OUTPUT LEVEL
9th - 80%
10th - 85%
11th - 90%
12th - 95%

OBJECTIVE CRITERIA FOR EVALUATION Counselor analysis of response

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)
Do you feel safe in school? That is, do you feel free from threat of physical harm? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA %age of responses

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. x M.S. ____ E.S. ____

Goal # 5 Objective # 5.1

OBJECTIVE BY THE END OF MAY, 90% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM THREE OF THEIR ACHIEVEMENTS

CLIENT POPULATION All students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate at least three achievements

EXPECTED INPUT LEVEL OF CLIENTS 70%

CONSTRAINTS
1. Student self image
2. Past experiences
3. Lack of commitment to study
4. Poor understanding of item

PROGRAM ACTIVITIES
1. Counseling which encourages students to think about achievements
2. Support of classroom activities which help students focus on achievements

CLIENT OUTPUT LEVEL 90%

OBJECTIVE CRITERIA FOR EVALUATION Survey data

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Each of us have different things we do well. Can you name three achievements of which you are proud?

[illegible] End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

H.S. X M.S. ____ E.S. ____

Goal # 5 Objective # 5.2

OBJECTIVE BY THE END OF MAY, 70% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM AT LEAST THREE OF THEIR APTITUDES

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Membership in the high school

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate at least three of their aptitudes

EXPECTED INPUT LEVEL OF CLIENTS 50%

CONSTRAINTS
1. Lack of experience thinking about aptitudes
2. Poor self image

PROGRAM ACTIVITIES
1. Career counseling
2. Individual and group counseling which focuses on the students' aptitudes
3. Interest, aptitude testing

CLIENT OUTPUT LEVEL 70%

OBJECTIVE CRITERIA FOR EVALUATION Survey data

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Aptitudes are often described as abilities, Different people have different aptitudes. Can you list three of your stronger aptitudes?

TIME OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of itmes to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

H.S. X M.S. ____ E.S. ____

Goal # 5 Objective # 5.3

OBJECTIVE BY THE END OF MAY, 90% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM AT LEAST THREE OF THEIR INTERESTS

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Membership in the high school

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will list at least three of their interests

EXPECTED INPUT LEVEL OF CLIENTS 80%

CONSTRAINTS 1. Student lack of self awareness

PROGRAM ACTIVITIES
1. Counseling which focuses on self awareness
2. Support and encouragement of programs which encourage self awareness

CLIENT OUTPUT LEVEL 90%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Interests can be described as those things we like. Can you name three of your interests?

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

H.S. X M.S. ____ E.S. ____

Goal # 5 Objective # 5.4

OBJECTIVE BY THE END OF MAY, 90% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM TWO LONG TERM PERSONAL GOALS BASED ON THEIR SELF KNOWLEDGE OF ACHIEVEMENTS, APTITUDES AND INTERESTS

CLIENT POPULATION All students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will write their long term personal goals based upon self knowledge of achievements, aptitudes and interests

EXPECTED INPUT LEVEL OF CLIENTS 70%

CONSTRAINTS
1. Students not fully aware of self
2. Students not developing personal goals

PROGRAM ACTIVITIES
1. Counseling and guidance activities which focus on the students' better understanding of self and development of personal goals
2. Testing and analysis of test results

CLIENT OUTPUT LEVEL 90%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Based on your knowledge of yourself, your aptitudes, interests and achievements, can you describe two long term personal goals?

DATE OF DATA COLLECTION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment; list of student personal goals

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 5 Objective # 5.5

OBJECTIVE BY THE END OF MAY, 90% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM TWO SHORT TERM PERSONAL GOALS BASED ON THEIR KNOWLEDGE OF ACHIEVEMENTS, APTITUDES AND INTERESTS

CLIENT POPULATION All students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will write their short term personal goals based upon self knowledge of achievements, aptitudes and interests

EXPECTED INPUT LEVEL OF CLIENTS 70%

CONSTRAINTS
1. Students not fully aware of self
2. Students not developing personal goals

PROGRAM ACTIVITIES
1. Counseling and guidance activities which focus on the students' better understanding of self and development of personal goals
2. Testing and analysis of test results

CLIENT OUTPUT LEVEL 90%

OBJECTIVE CRITERIA FOR EVALUATION Counselor records

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Also, what are two short term personal goals?

[illegible] End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 5 Objective # 5.6

OBJECTIVE BY THE END OF MAY, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM TWO LONG TERM CAREER GOALS BASED ON THEIR SELF KNOWLEDGE OF ACHIEVEMENTS, APTITUDES AND INTERESTS

CLIENT POPULATION All students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will write their long term career goals based on self knowledge of achievements, aptitudes and interests

EXPECTED INPUT LEVEL OF CLIENTS 60%

CONSTRAINTS
1. Students not fully aware of self
2. Students not developing career goals

PROGRAM ACTIVITIES
1. Counseling and guidance activities which focus on career goals and self knowledge

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION Counselor data

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Based on your knowledge of yourself, what are two of your long term career goals?

[illegible] OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment; list of student short term career goals

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 5 Objective # 5.7

OBJECTIVE BY THE END OF MAY, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM TWO SHORTTERM CAREER GOALS BASED ON THEIR SELF KNOWLEDGE OF ACHIEVEMENTS, APTITUDES AND INTERESTS

CLIENT POPULATION All students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will write their short term career goals based on their self knowledge of achievements, aptitudes and interests

EXPECTED INPUT LEVEL OF CLIENTS 60%

CONSTRAINTS
1. Students not fully aware of self
2. Students not developing career goals

PROGRAM ACTIVITIES
1. Counseling and guidance activities which focus on career goals and self knowledge

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION Counselor data

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)
What are your short term career goals (also list two)?

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment; list of student long term career goals

RESPONSIBILITY FOR DATA High school counselors

H.S. X M.S. ____ E.S. ____

Goal # 6 Objective # 6.1

OBJECTIVE BY THE END OF MAY, 60% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM AT LEAST THREE FACTS CONCERNING THE CAREER(S) OF THEIR CHOICE

CLIENT POPULATION All students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will list 3 critical facts concerning the career(s) of their choice

EXPECTED INPUT LEVEL OF CLIENTS
9th - 20%
10th - 30%
11th - 50%
12th - 65%

CONSTRAINTS
1. Students' poor initiative to learn about careers
2. Lack of schoolwide career program
3. Career not covered in career library

PROGRAM ACTIVITIES
1. Career guidance - individual and small group
2. Career library
3. Encouragement of schoolwide career activities

CLIENT OUTPUT LEVEL
9th - 35%
10th - 50%
11th - 65%
12th - 80%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING

SOURCE OF DATA (INSTRUMENT)

What are three things that are important facts about the career(s) you feel is right for you?

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 6 Objective # 6.2

OBJECTIVE BY THE END OF MAY, 90% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY HAVE DISCUSSED THEIR CAREER CHOICE WITH THEIR PARENTS

CLIENT POPULATION All students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate that they have shared information about their career choices with their parents

EXPECTED INPUT LEVEL OF CLIENTS 80%

CONSTRAINTS
1. Students who don't relate information to parents
2. Disinterested parents
3. Students who do not bring materials home from school

PROGRAM ACTIVITIES
1. Encourage students to share information
2. Course selection funds
3. Parents' nights
4. Career information
5. Newsletter

CLIENT OUTPUT LEVEL 90%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)
Have you discussed your career choices or plans with your parents? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

[illegible] Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 6 Objective # 6.3

OBJECTIVE BY THE END OF MAY, 90% OF A RANDOM SAMPLE OF JOB BOUND STUDENTS IN GRADE 12 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY WILL HAVE HAD A JOB(S) FOR A MAXIMUM OF SIX WEEKS BEFORE

CLIENT POPULATION All students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Employment bound seniors

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate that they have held a job for a minimum of six weeks

EXPECTED INPUT LEVEL OF CLIENTS 60%

CONSTRAINTS
1. Students' physical disability
2. Job market
3. Personal interest, initiative
4. Transportation
5. Other interests

PROGRAM ACTIVITIES
1. Work experience program
2. Provide job information when needed

CLIENT OUTPUT LEVEL 90%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)
1. School records
2. If you are a senior and you plan to work next year, please answer the following item. Have you held a part-time or full-time job for six weeks during your high school career? (The six week period can include a combination of jobs to make up the total of six weeks) (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 6 Objective # 6.4

OBJECTIVE BY THE END OF MAY, 85% OF A RANDOM SAMPLE OF STUDENTS IN GRADE 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM THREE JOBS OF INTEREST TO THEM IN THE SUFFIEID AREA

CLIENT POPULATION All students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate a knowledg of job opportunities in the Suffi area

EXPECTED INPUT LEVEL OF CLIENTS
9th - 60%
10th - 70%
11th - 80%
12th - 90%

CONSTRAINTS
1. New students
2. Student motivation
3. Job information

PROGRAM ACTIVITIES
1. Work experience program
2. Employment advertisement
3. Career information

CLIENT OUTPUT LEVEL
9th - 70%
10th - 80%
11th - 90%
12th - 95%

OBJECTIVE CRITERIA FOR EVALUATION Counselor judgment of the accuracy of the responses

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

What are three jobs located in the Suffield area that are of interest to you?

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 6 Objective # 6.5

OBJECTIVE DOES NOT APPLY TO HIGH SCHOOL PROGRAM

CLIENT POPULATION

CRITERIA TO SELECT CLIENTS

CHARACTERISTICS OR QUANTITY TO BE CHANGED

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS

PROGRAM ACTIVITIES

CLIENT OUTPUT LEVEL

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING

SOURCE OF DATA (INSTRUMENT)

TIME OF EVALUATION

ANALYSIS OF DATA

RESPONSIBILITY FOR DATA

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 6 Objective # 6.6

OBJECTIVE BY THE END OF MAY, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE ON A WRITTEN SURVEY ITEM THAT THEY HAVE CAREER EDUCATION LITERATURE FOR DISCUSSION WITH THEIR PARENTS

CLIENT POPULATION All students in grades 9 - 12

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will indicate that they have taken home career literature for discussion with their parents

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS

1. Budget for materials
2. Time to prepare materials
3. Student willingness to take materials home

PROGRAM ACTIVITIES

1. Publication of course selection guide
2. Publication of college handbook
3. Publication of student survival handbook
4. Publication of occupation handbook

CLIENT OUTPUT LEVEL 80%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 25%

SOURCE OF DATA (INSTRUMENT)

Have you taken home any career materials (pamphlets, books, etc) which you have discussed with your parents? (yes, no)

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 6 Objective # 6.7

OBJECTIVE BY THE END OF MAY, 80% OF A RANDOM SAMPLE OF STUDENTS IN GRADES 9 - 12 WILL INDICATE THE SOCIAL IMPORTANCE OF A SELECTED OCCUPATION ON A WRITTEN SURVEY ITEM

CLIENT POPULATION All high school students

CRITERIA TO SELECT CLIENTS Membership in grades 9 - 12

CHARACTERISTICS OR QUANTITY TO BE CHANGED Students will select an occupation and describe its social importance

EXPECTED INPUT LEVEL OF CLIENTS 80%

CONSTRAINTS

1. Poor understanding of concept
2. Little experience thinking about social importance of occupations

PROGRAM ACTIVITIES

1. Counseling - individual and small groups

CLIENT OUTPUT LEVEL 90%

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING 100%

SOURCE OF DATA (INSTRUMENT)

What is the social importance of the occupation you have chosen as your post-high school job?

DATE OF EVALUATION End of May

ANALYSIS OF DATA Computer analysis of items to yield %age of responses by grade, sex and counselor assignment

RESPONSIBILITY FOR DATA High school counselors

Guidance Evaluation Project
Suffield Public Schools
Suffield, Connecticut 06078

H.S. X M.S. ____ E.S. ____

Goal # 6 Objective # 6.8

OBJECTIVE DOES NOT APPLY TO THE HIGH SCHOOL PROGRAM

CLIENT POPULATION

CRITERIA TO SELECT CLIENTS

CHARACTERISTICS OR QUANTITY TO BE CHANGED

EXPECTED INPUT LEVEL OF CLIENTS

CONSTRAINTS

PROGRAM ACTIVITIES

CLIENT OUTPUT LEVEL

OBJECTIVE CRITERIA FOR EVALUATION

SAMPLING

SOURCE OF DATA (INSTRUMENT)

TIME OF EVALUATION

ANALYSIS OF DATA

RESPONSIBILITY FOR DATA

GUIDANCE EVALUATION PROJECT
Suffield Public Schools
Suffield, Connecticut 06078

GUIDANCE MBO/R STUDENT SURVEY*

Form: E.S. - A
Grades: K - 5
Goals Evaluated: 1 - 6
Administration: April - May, 1976

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*Developed with Title III assistance

INTERVIEWER INSTRUCTIONS:

It is vitally important that each child understands to the best of his ability the purpose of the guidance evaluation interview. Read the following paragraph before taking data on the child. Take time to discuss any and all questions about the interview before you begin. If a child selects not to take time with this survey, continue with the next child.

I am spending several days in your school to talk with you and other boys and girls in your grade about guidance and counseling. I want to ask you some questions about some of the things you know about guidance and guidance counselors in your school. I also want to talk to you about some of the things you like to do when you're all grown up. I will ask questions and then I'll write down the answers you give me. Okay?

1. If you felt the need for help from one of the guidance counselors, how would you go about asking for it?

   A. appropriate response
   B. inappropriate response

2. Would you tell me the name of your guidance counselor?

   A. correct
   B. incorrect

3. Have you asked for help from your counselor?

   A. yes
   B. no

4. (If yes) When you asked for help from the guidance counselor, how long did it take for you to find out when the counselor could assist you?

   A. less than one day
   B. more than one day

5. Have you met either alone, or with a group, with your guidance counselor?

   A. yes
   B. no

6. (If response to #3 is yes) You asked for ehlp from the guidance counselor during this year. Were you happy with the help you received?

   A. yes
   B. no

7. During the past year, did you have a problem or need information which you felt the counselor could help you with?

   A. yes
   B. no

8. Did you ask your counselor for help?

   A. yes
   B. no

9. Have you had a problem or needed to talk to your counselor during this year?

   A. yes
   B. no

10. If you have had a problem or needed information, have you requested the help of a guidance counselor?

A. yes
B. no

11. When you saw your guidance counselor, did you tell him or her exactly what the problem was?

A. yes
B. no

12. When you talked with your guidance counselor, did you tell the counselor all about the problem?

A. yes
B. no

13. After talking with your guidance counselor, were you able to decide what to do to solve your problem?

A. yes
B. no

14. If you received counseling during the year, can you tell me one reason why you are happy with the decision you made as a result of counseling as to how you could solve your problem?

A. appropriate response
B. inappropriate response

15. Of all of the teachers, guidance counselors and others who work in the school, do you feel that one of them really cares for you as a person?

A. yes
B. no

16. Do you feel that the counselors and teachers really want you to be honest with them and tell them about any problems you may have?

A. yes
B. no

17. Do the teachers and counselors you know make you feel good about yourself and really accept you as a person?

A. yes
B. no

18. Overall, do you like going to school?

A. yes
B. no

19. Do you aften feel like other children pick on you or start fights with you in school?

A. yes
B. no

20. Can you tell me three things you have done that you are really proud of?

A. one response
B. two responses
C. met criterion

21. Can you tell me three things you feel you can do well?

A. one response
B. two responses
C. met criterion

22. Can you tell me three things you really enjoy doing?

A. one response
B. two responses
C. met criterion

23. Can you tell me two things you would like to be able to do when you're ten years older than you are now?

A. one response
B. met criterion

24. What are two things you are interested in and able to do that you would like to do better next year?

A. one response
B. met criterion

25. Can you tell me two things you are interested in and which you think you will be able to accomplish when you become an adult?

A. one response
B. met criterion

26. Can you name two jobs which you think you would like to have when you grow up?

A. one response
B. met criterion

27. Can you give two reasons why you think you would like each job?

    A. one response
    B. met criterion

28. What is the name of the job your father has?

    A. met criterion
    B. did not meet criterion

29. What is the name of the job your mother has?

    A. met criterion
    B. did not meet criterion

30. Can you tell me three jobs or careers you would like to find out more about?

    A. one response
    B. two responses
    C. met criterion

GUIDANCE EVALUATION PROJECT
Suffield Public Schools
Suffield, Connecticut 06078

GUIDANCE MBO/R STUDENT SURVEY*

Form: M.S. - A

Grades: 6 - 8

Goals Evaluated: 1 - 6

Administration: April - May, 1976

*Developed with Title III assistance

STATEMENT OF PURPOSE

For the past three years, your guidance department has worked on a plan to evaluate how well it serves students. This plan includes a set of guidance goals which were developed by students, parents, teachers and other people involved with Suffield Public Schools. Each of the guidance goals is defined in terms of student behaviors, which indicate whether or not a goal has been reached. These objectives are called behavioral objectives.

One of the ways that members of the guidance department can find out how well they are meeting guidance goals is to ask students how guidance services have effected them. The survey you are about to take is made up of questions about behavioral objectives. Your responses will be collected and analyzed by a computer. Your answers will have a great deal to do with guidance programs and activities next year.

TO THE STUDENT

The questions in this survey are concerned with you and your experiences with the Suffield guidance department this year. Beacuse we are most interested in understanding how students are effected by guidance, there are no "right" or "wrong" answers. The best answer is the one that accurately conveys your experiences with guidance this year.

Because students from several different grades are taking the same survey form, not all questions apply to every student. Directions are provided which make it clear which items you are requested to answer. You are asked to read items 1 through 24 carefully and respond by filling in the appropriate space on your answer sheet. Items 25 through 35 require more detailed information and you are requested to respond to these items on a separate answer sheet provided for that purpose.

You will have ____ minutes to complete the survey. Please take enough time to be accurate. If additional time is needed, annangements will be made.

SCORING AND ANALYSIS

Your answers to survey items will be grouped with the answers of other students in your class and analyzed with a computer. The analysis will not show what answers you give, but will indicate the percentage of students in your grade answering in certain ways. You have been asked to provide your name, grade and sex so that we can indicate which responses should be attended to by the various counselors. Your personal identity is not of concern here. You are welcome to review the survey results when they return.

1. What is the name of your guidance counselor?

   A. Mrs. Afragola
   B. Mr. Heintz
   C. other

2. If you requested assistance from your guidance counselor during the past year, did you receive the assistance or hear from a counselor within two school days?

   A. yes
   B. no
   C. did not request assistance

3. Have you met with your counselor either by yourself or in a group during this school year?

   A. yes
   B. no

4. (If you answered no to item #3, answer this item) Did you miss the scheduled appointment with your counselor because of your absence or a class conflict?

   A. yes
   B. no

5. Have you had a problem with which your counselor could have helped you?

   A. yes
   B. no

6. If yes, did you request information from the counselor?

   A. yes
   B. no

7. Have you had a problem during the year for which you felt the need for counseling?

   A. yes
   B. no

8. If yes, did you request counseling services?

   A. yes
   B. no

IF YOU RECEIVED COUNSELING DURING THIS SCHOOL YEAR, ANSWER ITEMS 9, 10, 11, 12. IF YOU DID NOT RECEIVE COUNSELING, SKIP DOWN TO ITEM 13.

9.* Were you able to tell the counselor what your problem was either by talking to the counselor or writing the problem down?

A. yes
B. no

10.* Were you able to define your problem for the counselor?

A. yes
B. no

11.* During your talks with the counselor, did you select one of the discussed alternatives of solving the problem?

A. yes
B. no
C. no alternatives discussed

12.* Were you satisfied with the counseling you received?

A. yes
B. no

13. Do you feel the school courses you are now taking are appropriate for your abilities?

A. yes
B. no

ANSWER ITEMS 14, 15, 16, 17 ONLY IF YOU ARE AN 8TH GRADER.

14.* Did you review your educational plans with your counselor during course selection time?

A. yes
B. no

15.* If yes, did your review include discussion of your education and work plans for the future?

A. yes
B. no

16.* Were you satisfied with the course counseling you received?

A. yes
B. no

17.* Do you feel that the courses you have selected for next year are the best course options for you at this time?

A. yes
B. no
C. uncertain

18. Do you feel that there is at least one person working in this school who really cares about you and your needs?

A. yes
B. no

19. Do you feel that the teachers, counselors and principal of your school encourage open and honest discussions of

A. yes
B. no

20. Do most of the staff members you have contact with generally make you feel worthwhile and important as a person?

A. yes
B. no

21. Do you like the school you are now attending?

A. yes
B. no

22. Do you feel that you are safe in school? That is, do you believe that the staff will insure that other children won't pick on you or hurt you?

A. yes
B. no

23. Have you talked with your parents about the job or jobs you might like when you finish school?

A. yes
B. no

24. Have you taken any written information about jobs home to discuss with your parents?

A. yes
B. no

IMPORTANT

PLEASE ANSWER ITEMS 25 THROUGH 35 ON THE ANSWER SHEET ATTACHED TO THE BACK OF THIS SURVEY. DO NOT ENTER ANY MORE ANSWERS ON YOUR COMPUTER SCORED ANSWER SHEET.

25. If you felt the need for help from your counselor, how would you go about asking for it?

26. What are three of your achievements or things you have done of which you are proud?

27. Aptitudes are best described as abilities or things which we can do well. What are three things you feel you can do well?

28. Interests are described as those things we enjoy doing. Can you name three things which are of interest to you?

29. Based on what you know about yourself and the things you are interested in and can do well, please write down two of your goals for yourself after you graduate from high school.

30. Based on what you know about yourself, and the things you are interested in and can do well, can you write down two of your goals for yourself in the next couple of years?

31. Again, consider yourself and your abilities now, list two of your long term career goals.

32. List two short term career goals, based on your knowledge of yourself and your abilities.

33. Each of us thinks about the job we would eventually like to have. Can you list three things which are important about the job you would like to have in the future?

34. Can you list three jobs which are available in the Suffield area and are of interest to you?

35. Concerning a job you think you might like after you finish school, can you write down why you feel this is an important job of our society?

GUIDANCE EVALUATION PROJECT
Suffield Public Schools
Suffield, Connecticut 06078

GUIDANCE MBO/R STUDENT SURVEY*

Form:	H.S. - A
Grades:	9 - 12
Goals Evaluated:	1 - 6
Administration:	April - May, 1976

*Developed with Title III assistance

STATEMENT OF PURPOSE

For the past three years, your guidance department has worked on a plan to evaluate how well it serves students. This plan includes a set of guidance goals which were developed by students, parents, teachers and other people involved with Suffield Public Schools. Each of the guidance goals is defined in terms of student behaviors, which indicate whether or not a goal has been reached. These objectives are called behavioral objectives.

One of the ways that members of the guidance department can find out how well they are meeting guidance goals is to ask students how guidance services have effected them. The survey you are about to take is made up of questions about behavioral objectives. Your responses will be collected and analyzed by a computer. Your answers will have a great deal to do with guidance programs and activities next year.

TO THE STUDENT

The questions in this survey are concerned with you and your experiences with the Suffield guidance department this year. Because we are most interested in understanding how students are effected by guidance, there are no "right" or "wrong" answers. The best answer is the one that accurately conveys your experiences with guidance this year.

Because students from several different grades are taking the same survey form, not all questions apply to every student. Directions are provided which make it clear which items you are requested to answer. You are asked to read items 1 through 29 carefully and respond by filling in the appropriate space on your answer sheet. Items 30 through 43 require more detailed information and you are requested to respond to these items on a separate answer sheet provided for that purpose.

You will have ____ minutes to complete the survey. Please take enough time to be accurate. If additional time is needed, arrangements will be made.

SCORING AND ANALYSIS

Your answers to survey items will be grouped with the answers of other students in your class and analyzed with a computer. The analysis will not show what answers you give, but will indicate the percentage of students in your grade answering in certain ways. You have been asked to provide your name, grade and sex so that we can indicate which responses should be attended to by the various counselors. Your personal identity is not of concern here. You are welcome to review the survey results when they return.

1. What is the name of your guidance counselor?

   A. Mrs. Andersen
   B. Mrs. Afragola
   C. Mr. Fuller
   D. Mr. Thompson

2. If you requested assistance from your guidance counselor during the past year, did you receive the assistance or hear from a counselor within 24 hours of your request?

   A. yes
   B. no
   C. I did not request assistance

3. During the school year, have you met individually or in a group with your counselor?

   A. yes
   B. no

4. If no, did you miss a scheduled appointment with your counselor because of your absence or a class conflict?

   A. yes
   B. no

ANSWER #5 ONLY IF YOU ARE A SENIOR

5.* Have you met with your counselor, either individually or in a small group, to discuss your plans for the future?

   A. yes
   B. no

6. Has your counselor helped you to understand how the courses you take now effect your future educational plans?

   A. yes
   B. no

7. Has your counselor helped you understand how your educational preparation can effect your future work and career goals?

   A. yes
   B. no

8. If you received counseling from your counselor or the guidance department this year, were you satisfied with the counseling you received?

   A. yes
   B. no
   C. I did not receive counseling

9. During the past year have you had a problem or needed assistance that a guidance counselor could have provided you help through written or verbal information?

   A. yes
   B. no

10. If you answered yes to the previous question, did you ask your guidance counselor for the needed information?

   A. yes
   B. no

11. Did you have a problem during the year for which you felt the need for counseling?

   A. yes
   B. no

12. If you answered yes on the above question, did you request counseling?

   A. yes
   B. no

ANSWER 13, 14, 15 ONLY IF YOU RECEIVED COUNSELING DURING THE PAST YEAR. IF YOU DID NOT RECEIVE COUNSELING, SKIP TO 16.

13.* During your counseling sessions were you able to tell the counselor the exact nature of the problem you had?

   A. yes
   B. no

14.* Did your counseling sessions help you define and understand your problem clearly?

   A. yes
   B. no

15.* During your counseling session, did you select one of the discussed alternatives to attempt to solve your problem?

   A. yes
   B. no
   C. no strategies discussed

16. Are the courses you are now taking the ones you choose to take?

   A. yes
   B. no

17. Do you feel that your courses are appropriate for you?

A. yes
B. no

18. Of all of the staff members in your school, do you feel there is at least one who really cares about you as a person and your needs?

A. yes
B. no

19. Do you feel that the staff of your school generally encourages open and honest discussion of all issues, ideas and problems?

A. yes
B. no

20. Do most of the staff members you have contact with generally make you feel worthwhile and important as a person?

A. yes
B. no

21. Do you like the school you are now attending?

A. yes
B. no

22. Do you feel safe in school? That is, do you feel free from threat of physical harm?

A. yes
B. no

23. Have you discussed your career choice or plans with your parents?

A. yes
B. no

24. Have you taken home any career materials (pamphlets, books, etc.) which you have discussed with your parents?

A. yes
B. no

ANSWER ITEMS 25, 26, 27, 28 ONLY IF YOU ARE A SENIOR PLANNING TO GO ON TO POST HIGH SCHOOL EDUCATION.

25. Are you planning to attend college?

A. yes
B. no

26.* If yes, have you requested that your high school transcript be forwarded to the college of your choice?

A. yes
B. no

27.* Of the colleges you have selected as possible choices for your post high school education, have you reviewed the admission requirements such as test scores and grades?

A. yes
B. no

28.* If yes, have you compared these requirements to your own scores and grades?

A. yes
B. no

ANSWER ITEM 29 ONLY IF YOU ARE A SENIOR WHO PLANS TO WORK NEXT YEAR.

29.* Have you held a part-time or full-time job for six weeks during your high school career? (The six week period can include a combination of jobs to make up the total of six weeks.)

A. yes
B. no

IMPORTANT

PLEASE ANSWER ITEMS 30 THROUGH 43 ON THE ANSWER SHEET ATTACHED TO THE BACK OF THIS SURVEY. DO NOT ENTER ANY MORE ANSWERS ON YOUR COMPUTER SCORED ANSWER SHEET.

30. If you felt the need for help from a guidance counselor, how would you go about asking for it?

31. Please indicate your educational goals upon completion of high school.

32. Please indicate in a sentence or two the way you plan to accomplish your educational goals.

33. Each of us have different things we do well. Can you name three achievements of which you are proud?

34. Aptitudes are often described as abilities. Different people have different aptitudes. Can you list three of your stronger aptitudes?

35. Interests can be described as those things we like. Can you name three of your interests?

36. Based on your knowledge of yourself, your aptitudes, interests and achievements, can you describe two long term personal goals?

37. Also, what are two short term personal goals?

38. Based on your knowledge of yourself, what are two of your ling term career goals?

39. What are your short term career goals (list two)?

40. What are three things that are important facts about the career(s) you feel is right for you?

41. What are three jobs located in the Suffield area that are of interest to you?

42. What is the social importance of the occupation you have chosen as your post high school job?

ANSWER ITEM 43 ONLY IF YOU ARE A JUNIOR WHO PLANS TO ATTEND COLLEGE

43. You have indicated that you plan to take some post high school education. Please name three appropriate schools or training facilities which meet your needs in terms of a) life style, b) location, c) cost (including financial aid), d) other specific interests or reasons.

Behavioral Objective - Survey Item Correspondence Table

Behavioral Objective	Elementary	Survey Item Middle	High
1.1	1	25	30
1.2	2	1	1
1.3	3,4	2	2
1.4	CC	CC	CC
1.5	5	3,4	3,4
1.6	*	*	5
1.7	*	14	6
1.8	*	15	7
1.9	6	12,16	8
2.1	7	5	9
2.2	8	6	10
2.3	9,10	7,8	11,12
2.4	11	9	13
2.5	12	10	14
2.6	13	11	15
2.7	14	CC	CC
2.8	CC	CC	CC
2.9	CC	CC	CC
2.10	*	17	16,17
3.1	*	*	CC
3.2	*	*	43
3.3	*	*	5
3.4	*	*	25,26
3.5	*	*	31
3.6	*	*	32
3.7	*	17	CC
3.8	*	*	CC
3.9	*	*	27,28

* not appropriate to this level
CC counselor collected data

Behavioral Objective - Survey Item Correspondence Table

Behavioral Objective		Survey Item	
	Elementary	Middle	High
4.1	15	18	18
4.2	16	19	19
4.3	17	20	20
4.4	18	21	21
4.5	19	22	22
5.1	20	26	33
5.2	21	27	34
5.3	22	28	35
5.4	23	29	36
5.5	24	30	37
5.6	25,26	31	38
5.7	*	32	39
6.1	*	33	40
6.2	*	23	23
6.3	*	*	29
6.4	*	34	41
6.5	28,29	*	*
6.6	*	24	24
6.7	*	35	42
6.8	30	*	*

* not appropriate to this level
CC counselor collected data

APPENDIX D

Title III Evaluation of Guidance Program, Suffield, Connecticut

Background:

The Title III on-site evaluation was conducted on Monday, April 21, 1975. The evaluation team consisted of Dr. Garland Fitzpatrick, Mr. Clay Steinberger, and Mr. Joseph W. Constantine. The evaluators were on-site from approximately 8:30 A.M. until 12:00 noon.

The program was originally a one-year program that received additional funding for a second year. The amount of the second year funding was $6,700.00. The Project Director is Mr. Leonard Bersari. Mr. Bersari is presently attending the University of Connecticut on a full time basis, with the intention of earning a Doctorate degree. He was a counselor at the McAllister Middle School in Suffield. As Project Director he reports directly to the Director of Pupil Personnel Services for Suffield, Mr. Richard Lincoln.

On-Site Evaluation:

The on-site evaluation began at the McAllister Middle School with an overview of the project by Mr. Bersari and Mr. Lincoln. The 1974 -'75 objectives of the program are as follows.

1. Reprioritization of guidance goals for maximum school and community involvement.
2. Guidance staff involvement in the writing of student referenced behavioral objectives.
3. Development of strategies for realizing goals.
4. Developing items and strategies for testing the accomplishment of objectives.
5. Maximizing staff ownership of management by objectives product.
6. Increasing communication and team building skills within the guidance staff.
7. Increasing guidance staff's skill and knowledge about the development, implementation and management by objective systems.
8. Encouraging maximum personal and professional growth through project activities.

In order to accomplish the above stated objectives the guidance staff participated in a series of activities during the 1974 - '75 school year. A summary of those activities include the following. September: staff workshop on the Clarification of

Goals. October: Workshop to prioritize goal statements for members of the community and school; Presentation of the goal workshop results to the Board of Education; A three day residential workshop to write behavioral objective statements by the guidance staff. November: conducted a state-wide survey to collect guidance management by objective products. January: A four day workshop by staff to finish behavioral objective writing. February: four day workshop on staff development relative to implimenting behavioral objectives. March: individual conferences between the project director and staff members to finish the writing of behavioral objectives. April: the writing of the behavioral objectives completed, and on-site evaluation by the Title III team.

Members of the evaluation team interviewed a number of individuals in an effort to determine the status of the project. Those individuals interviewed consisted of school administrators and counselors at the high school, junior high school and elementary level. On the basis of the interviews with staff, the evaluation team came to the following conclusions. (1) staff were involved in the planning and developing of the project's goals. (2) there is a general feeling among staff that they had grown personally and professionally as a result of the project. (3) there was general support for the management by objectives concept. (4) there seemed to be greater confidence among the administrators as to the implementation of the project goals than among the counseling staff. The counseling staff expressed some concern that the system would in fact make a commitment to MBO. (5) counselors also voiced some concern as to the future of the project in light of the fact that the director is on a sabatical leave. The responsibilities of the director have been reassigned to the Director of Pupil Personnel Services of the Suffield School System.

Commendations:

The Guidance Department of the Suffield Schools is to be commended for its pioneer work in the area of developing program objectives, as well as behavioral objectives for the students. It was evident that the guidance staff used the recommended approach in the development and implementation of program objectives by first assessing the needs of the student population, not only from the viewpoint of students, but also from the viewpoint of staff, parents and community. Once needs were identified, staff began a series of workshops to develop those objectives which in their opinion best met the needs.

Another strength of the program is the fact that all staff members, both administrative and counselors, have been involved with the program from its origin. The lines of communication among staff members, and between staff and administration appear to be functioning rather well. This is due in some measure to the fact that staff has identified its goals and objectives, and have received the endorsement of the administration as to the validity of said goals and objectives.

Recommendations:

The evaluating committee makes the following recommendations for the school year 1975 - '76.

1. That the guidance staff be encouraged to operate the guidance program in a manner that will enable them to meet their goals and objectives. This means a continued commitment on the part of staff and administration to the MBO system.

2. The administration should make every effort to provide adequate leadership for the guidance program. Serious consideration should be given to identifying another staff member as the project director. The Director of Pupil Personnel Services for the Suffield schools has an excellent grasp of the program but appears to have a limited amount of time to devote to the program.

3. The Suffield School System should in its proposal for Title IV monies, list the guidance program as one of its high priorities. Once Title IV has been organized at the State level, Suffield should receive direct financial assistance for programs such as the Guidance Evaluation Program.